

# concordia's Thursday Report

Vol. 15 No. 14 January 10, 1991

## We're b-a-a-a-ck!



PHOTO: Barbara Davidson

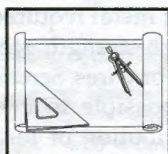
It always seems a little more difficult to return in January after the holidays, but just think, only six weeks to go until the next holiday. That seems cold comfort for these busy people going back to the Loyola Campus for the first time in 1991.

### INSIDE

#### Building bridges

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Civil Engineering's Michael Troitsky contends that for a bridge to be a thing of beauty, it must be useful, safe and something to look at. He says some of the bridges that lead on and off the island of Montréal fulfill these requirements.



#### A life of teaching

page 2

Wynne Francis began teaching long before her last students were even born, yet her enthusiasm for the teaching process remains undiminished, even after 48 years at the front of the class. In 1990, she celebrated her retirement by instituting an award bearing her name, for excellence in a subject near to her heart: Canadian poetry.



THIS ISSUE CONTAINS A SPECIAL 16-PAGE PULL-OUT SUPPLEMENT. THE INTERIM DIAGNOSTIC REPORT ON FULL-TIME FACULTY WAS PREPARED BY THE OFFICE OF EMPLOYMENT EQUITY.

## Concordia film guru acts as consultant for movie about Jesuits

by John Timmins

Marc Gervais, SJ, Communication Studies Professor, can hardly wait for the release of *Black Robe*, a feature film by the internationally acclaimed Australian film director, Bruce Beresford, (*Driving Miss Daisy*). He worked as a consultant on the project.

As a Jesuit and a film scholar, Gervais has a two-fold interest in the film. Firstly, as a film scholar who has attended the Cannes Film Festival almost every summer of his adult life, and secondly, as a Jesuit.

Gervais is reserving final judgement until after he has seen the film. Though, Gervais admits that after having seen rushes, he says "the look" of the film is magnificent.

Brian Moore adapted the screenplay of *Black Robe* from his novel about the adventures of French Jesuits deep in the wilderness of New France in 1632. Herein lies the reason for Gervais' reluctance to talk about the film: The book, he said, is not kind to the Jesuit experience in New France. Will the film be kinder?

Shot in the Saguenay/Lac St. Jean

area near Chicoutimi, Québec, the \$14-million film is a co-production between Canada's Alliance Corp. and Samson Productions of Australia. Lothaire Bluteau (*Jésus de Montréal*) plays the lead role of the doubt-ridden Jesuit Father Laforgue.

With a cast of hundreds, the film was shot mainly outdoors on the site of an elaborate reconstruction of the first Jesuit settlement in Québec City, on the banks of the Saguenay River. Shooting started in mid-September and wrapped in early December.

Gervais contended that Moore's historical fiction is not properly situated in historical fact.

"You have one priest who has lost his faith, which is perfectly understandable, especially in those conditions, and you have another who has become obsessively mad. But Moore does not situate these characters in terms of the totality of the Jesuit experience."

Gervais said a mere glimpse at history, through the *Relations*—a collection of letters sent to France by the Jesuits on which Moore based his research for the novel—shows how evident human affirmation was in the life of Jesuit father John Brebeuf. Brebeuf learned the native language, translated prayers, hymns and the

See *BLACK ROBE* page 7

### Round Two — tuition fee hikes

## Fees to increase another 40%

by Heather Patenaude

Effective in summer 1991, the second round of tuition fee increases of more than \$350 will apply to all full-time Concordia students.

The first fee hike came shortly after December 1989, when then-Minister of Higher Education and Science, Claude Ryan announced a lifting of the 20-year freeze on tuition fees for Québec universities.

Like its sister universities, Concordia increased fees by a whopping 40 per cent. Full-time undergraduate students received an increase of \$430 over the pre-hike \$450, and graduate students received an increase of \$415 over the pre-hike \$300.

With the second round of hikes taking effect this summer, students will again

be forced to pay an additional 40 per cent. Undergraduate students (those registered for 30 credits) will pay \$1,265, an increase of \$385 over the current amount of \$880. Graduate students will pay \$1,100, also an increase of \$385 over the current amount of \$715. On a per credit basis, the increases amount to \$12.83.

The Board of Governors approved round two of the increases at the December 19 meeting, citing the same reasons for the increase as last year. The additional revenues will help provide significant new resources to the universities, increased money for the province's loans and bursaries system, and bring Québec's tuition fees into line with rates in the rest of the country.

The financial aid measures implemented last year to cushion the fees' impact on needy students have been extended to 1991-92.



# After 48 years, Francis marks retirement with award

by Buzz Bourdon

When Wynne Francis started teaching English, Canada was in the throes of World War II, few, if any of her students today were born and Concordia's birth was decades away.

Francis, who specializes in Canadian poetry, retired from full-time teaching in 1990. She joined Sir George Williams' English department in 1942 and has taught here since.

To mark the occasion, she established the Wynne Francis Award, an annual cash award to be given to a student in

the graduate programme who writes the best thesis on Canadian poetry or on the theory and criticism of Canadian poetry. The award is also open to those in a special individual doctoral programme.

Francis, who has stayed on as a permanent part-time instructor, will contribute \$5,000 as the nucleus of the award.

"A character in an Oscar Wilde work observes that 'most people become bankrupt through having invested too heavily in the prose of life.' Wynne has chosen, now as always, to invest in life's poetry," said English Department Chair Gerald Auchinachie. "I think she deserves our generous support in this, her

enterprise of the spirit."

Auchinachie said Francis is an important role model for female students. "She had both a family and a career and has risen to the top. It's inspirational to see that someone can function so well over the years and still be as enthusiastic about teaching."

Francis, who declined to be interviewed for this article, is an acknowledged expert on Irving Layton. She is also interested in art and music, Auchinachie said.

Audrey Burkowsky, Auchinachie's assistant, said that from the staff point of view, Francis is one of the kindest staff members.

"She's one of the old-fashioned instructors who thinks that students are

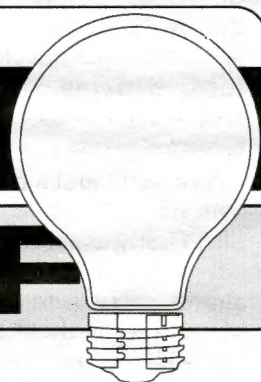
the most important people around. She took a full part in university life."

Henry Beissel, one of Francis's colleagues, said he counts her among the department's best teachers.

"She's very industrious, extremely perceptive and has a very astute, critical mind. To this day she hasn't stopped researching and learning. When she fully retires, it will be a loss, of a person and a scholar," he said.

Anyone interested in contributing to the award may send donations to the University Advancement Office, or to Patricia Verret in the Graduate Awards Office. Cheques should specify that it is for the Wynne Francis Award. Tax receipts will be issued.

## OFF THE CUFF



### GST must be monitored if Canadians are to benefit, says Jalilvand

edited by Bronwyn Chester

*By now, most people have experienced the nuisance and expense of the Goods and Services Tax. It's easy to forget that the tax was created to benefit the economy by strengthening the manufacturing sector. The idea is, says Finance Professor **Abolhassan Jalilvand**, that by removing the 12 per cent manufacturing tax and compensating for the loss of tax revenue by requiring consumers and services to pay the GST, Canadian manufacturers would be more competitive both at home and abroad. The resulting increase in revenue would mean increased tax revenue for the government and a decrease in debt. It remains to be seen, however, whether the GST will work, says Jalilvand.*

"It isn't clear at this point whether the additional revenue that will be generated by the manufacturing will offset the consumer's burden. I think the government should closely monitor the growth in productivity in manufacturing in the years ahead to be sure that the GST is achieving its objective. It will also have to do more than have stopgap measures such as the GST rebate to help those disadvantaged by the virtual across-the-board 7 per cent tax. As it is right now, some consumers are paying the GST on goods whose prices already include the cost of the old manufacturing tax, and shop owners now have the responsibility of being government tax collectors. There needs to be better monitoring here as well.

"Manufacturing revenues will have to be sufficiently high in the long-run to cover the costs that other sectors, such as services and consumers, are having to bear in order to support this initiative. If, in a few years, manufacturing isn't more competitive, then the government will have to re-evaluate. A value added tax, like the GST, isn't the only way to increase competitiveness in the sector.

"What the government hasn't taken into consideration is domestic consumer demand. The negative impact of the GST may be greater than the potential revenue to be gained from improved productivity in manufacturing, especially during this recession, which the new tax will only exacerbate. The decline in consumer demand and concomitant effect of the GST may also lead to a higher incidence of bankruptcy and unemployment and further could weaken the economy. The government didn't expect the recession and didn't consider the effect of an economic recession when it devised the tax. It is as if it thought it could go straight from A to B without considering the path to get there."

## Troitsky bridges the gap between safety, efficiency and beauty

by Buzz Bourdon

For most people, a bridge is a structure that permits the crossing of rivers, roads, valleys and other obstructions.

But for Civil Engineering Professor Michael Troitsky, bridges are things of beauty, worth visiting to admire their designs and lines. Troitsky, who has been all over the world to visit bridges, is an international expert. He keeps pictures of his favourite ones on his office walls.

Last March, Troitsky's latest book on bridges, *Prestressed Steel Bridges*, was published by Van Nostrand Reinhold. Troitsky said there's not much knowledge in North America on this type of steel bridge.

Prestressing is the introduction and distribution of precisely defined stresses in member cross sections to increase the strength of the structure.

"What this means," Troitsky said, "is that the effect of structural prestressing of the metal is, first, the partial substitution of metal required for the structure by high-strength steel in the form of cables or wires. Second, by prestressing, it is possible to create a convenient redistribution of forces in a structure. This reduces the amount of metal needed in the structure, but complicates its fabrication and erection."

Where prestressed concrete uses steel rods inside the concrete to strengthen it, Troitsky said, "a better effect is achieved by compressing the separate tensile members or the whole structures. The tendons, for example, are anchored by their ends onto the structure and remained tensioned, working together with the structure under loading."

By using prestressing, as much as 40 per cent less steel can be used, Troitsky said. Existing bridges can also be repaired with this method.

Troitsky, who has been teaching at Concordia since 1967, has introduced a



PHOTO: Charles Bélanger

Michael Troitsky

number of courses on bridges at the graduate level. A graduate of the University of Belgrade in Yugoslavia, Troitsky has taught at McGill, Université de Montréal and the University of California at Los Angeles.

Troitsky has designed and supervised construction of bridges, various steel and concrete structures, and marine structures. As chief bridge engineer decades ago with Foundation Co. of Canada, he directed design and supervised the construction of major bridges at Burlington Bay, Ont., Mattagami, Ont., Jemseg, N.B., Fredericton, N.B. and the Revelstoke suspension bridge, B.C., and a number of others. He is the author of five other books on bridges, as well as engineering and research papers in both areas.

He is working on computerized planning and design of bridges.

Although Montréal's bridges were built before prestressing became known in this country, the bridges here are safe to use, Troitsky said. "I think the Jac-

See TROITSKY page 7



# The delicate task of balancing teaching loads

Vice-Dean

Charles White is  
finding his way

by Bronwyn Chester

Take 2,000 courses given annually, 483 full-time and 659 part-time instructors, a pile of research, numerous public and personal obligations and a large measure of human unpredictability and you've got the ingredients Charles White has to work with in assigning equitable teaching loads in the Faculty of Arts & Science. As the Vice-Dean Academic, White's principal task is assigning teaching loads and that's no easy assignment.

"It's difficult because different faculty have different workloads, depending on the amount of teaching, research or writing that they do," he said.

The task is particularly difficult, said the psychologist and former department chair, "when you don't know everyone's activities and capabilities."

But there is some method to the madness. In January and February, White begins the process of assigning teaching loads for the next year, based on recommendations made by the Faculty's 26 department chairs and five college principals. Where there are courses to be taught but no instructors available, part-timers are hired. At this time of year, chairs submit provisional course schedules to Vice-Dean Curriculum, Florence Stevens, for approval. In the spring, White will send letters to all full-time faculty informing them of their teaching load.

## Theory vs. practice

That's the theory. In practice, there's much revision involved, said White. People get sick; a course may be can-

celled for lack of student interest; instructors feel they've been given an unfair course load given the complexity of the subject, the demands of their research or the number of graduates students they are supervising.

"Some teaching, such as courses requiring lab preparation or supervising graduate projects, requires more preparation than others."

When instructors and students have settled into their courses, White adjusts workloads. According to the Concordia University Faculty Association collective agreement, instructors' teaching loads are determined by the department. The load, for instance, could be an

average of four semester-long courses, but this may be adjusted according to other activities, such as research or administration. The teaching load is averaged over a two-year period.

When questions of unfair teaching loads arise, usually they are resolved through negotiation. Few end up as union grievances, he said. "I know of only two from last year."

## Recognizing teaching

Apart from acting as the broker

of teaching loads, White said he hopes to improve the Faculty's way of recognizing good teaching and to facilitate the professional development of its academics. He also wants to encourage the use of computers in teaching as well as continue his research on vision and visual perception.

"I find it paradoxical that we reward good teaching with less teaching," said White. He and Faculty Dean Charles Bertrand are also investigating ways of further promoting professional development, such as providing more time for the academic who has a book to finish, a new course to develop or a research project to conclude.

White said he also wants to find a way to provide more money for travel so that teachers may present papers at conferences. The *status quo* is one conference per year. "This means that unless you have a large grant, it's hard to get to conferences."

Perhaps the goal closest to White's

heart is seeing more computers used in teaching, a tool he has used extensively. For instance, in his course, Sensation and Perception, his Macintosh computer is hooked up to a speaker to demonstrate different sound frequen-

cies. He believes computers aren't used to their potential as teaching tools. "There are lots of computers used in research but not in teaching," said White, chair of the Arts & Science advisory committee on computers.



PHOTO: Charles Bélanger

Charles White



Concordia is a vibrant collection of people, places and activities. At-a-Glance is one vehicle for discovering some of what is happening here. This column welcomes your submissions.

by Donna Varrica

Here's hoping that everyone enjoyed a happy and safe holiday season. The University may have been "shut down" for 10 days but there's no rest for the weary as the Concordia community proved with the volume of mail *CTR* received for this column over the holidays.

- Marketing Professor **Michel Laroche** and three colleagues from l'Ecole des Hautes Etudes Commerciales de Montréal, the University of Ottawa and McMaster University, recently had their book *Le comportement du consommateur au Canada* published by Gaëtan Morin, Editeur. *CTR* will feature the subject at greater length in an upcoming issue.
- Philosophy Professor **Murray Clarke** read a paper titled "God's Eye Arguments for the Epistemic Scepticism" at the American Philosophical Association's Annual Meetings in Boston on December 29.
- Political Science Professor **Harold Chorney** delivered the keynote address at the invitation of the City of Saskatoon's Planning and Development Division last November. His topic was "The Concept of the Residential Neighbourhood: Is It Still Valid?"
- Vice-Rector Academic **Rose Sheinin** gave a seminar at the Connaught Medical Research Laboratories in Toronto titled "From Temperature-sensitive Mutant of mouse cells to the isolation of a Human Gene required for Genome Replication and Cell Cycle Progression." She also participated in a discussion on "The University and Research" at the Ministère à l'enseignement supérieur et à la recherche in Québec City, addressing the significance of research for excellent teaching in the university.



- The Audio Visual Department had its second annual Christmas Party. Media Scheduling Officer **Carole Theriault** sent in this photo to prove that a good time was had by all, including co-worker **Audrey Wells**, posing here with St. Nick.

- Concordia's **CONCAVE** put their Christmas spirit where it counted. Thanks to a department collection and returning a year's worth of empty soft drink cans, they were able to present the Spirit of Christmas Fund Campaign with cheques totalling \$146.
- Services for Disabled Students** have been overwhelmed with the names of members of the Concordia community who have volunteered to make recordings of readings for the blind. **Ann Kerby**, the Assistant Dean of Students, said that due to the large numbers, it may take her a while to get through the whole list, so be patient.
- Concordia's Henry F. Hall Building underground parking garage has a new attendant. Users of the facility are already familiar with **Chardin Dumay**, who used to take tickets at street level. He replaces **Claude Matte**.
- Welcome to Concordia: **Michael Cayouette** (Commerce and Administration), **Linda Hyyte** (Vice-Rector Academic), **Heather Hyslop-Patenaude** (Public Relations), **Arthur Kazakian** (Registrar Services), **Julia Olivier** (Secretary General), **Mireille Rico** (Audio Visual), **Kali Sakell** (Graduate Administration) and **Danette Steele** (Women's Centre).

## GRADUATING?

All students completing certificate, degree or diploma requirements during the Fall 1990 or Winter 1991 sessions who therefore expect to graduate this spring must apply to do so by January 15th, 1991.

Spring 1991 Graduation application forms are available at the Registrar Services on each campus:

Loyola AD-211

Sir George Williams N-107

**STUDENTS WHO DO NOT APPLY BY JANUARY 15  
WILL NOT GRADUATE THIS SPRING.**



# LETTERS

## to the editor

### Does Concordia's involvement in Forum de l'emploi mean it supports independence?

Last November, both the *Globe and Mail* and *The Gazette* reported that a coalition called *Forum de l'emploi* had presented a brief to the Bélanger-Campeau commission on Québec's future. The forum called for a massive shift of economic power and decision-making from Ottawa to Québec City, the likes of which would surely not be accepted by Canadians outside of Québec or by Québécois who want to remain part of Canada.

The forum's stance is not particularly surprising, in view of the fact that its chairman is Claude Béland, head of the Mouvement Desjardins. In his subsequent appearance before the commission, speaking as President of the Mouvement, M. Béland pronounced himself to be in favour of outright Québec independence.

What was surprising to me, however, was the revelation in a story headed "Coalition Tackles Chronic Unemployment" (*Globe and Mail*, Nov. 8, 1990), that Concordia University, represented by the Rector, is a participating member of *Forum de l'emploi* and is thereby associated with the sovereigntist stance

### The Rector responds

To the editor:

I cannot accept some of the gratuitous and unfortunate assumptions which Professor Williams makes in his letter concerning the *Forum pour l'emploi*.

The *Forum* was founded two years ago as a concerted effort by various key groups within Québec society to devise strategies for dealing with the chronic unemployment situation faced by the province. Apart from business and union leaders, it brought together representatives from the Québec bishops, the City of Montréal, the cultural communities, as well as representatives from the education sector including the Rectors of Concordia University, l'Université du Québec à Montréal and l'Université Laval. A year ago, *Forum pour l'emploi* held a major conference on dealing with unemployment and decided to continue its action within a loosely structured organization.

In line with its non-partisan orientation, the *Forum* presented a brief to the Bélanger-Campeau Commission in which it called for an end to redundant federal-provincial jurisdiction and spending in such important areas re-

taken by the participation in the forum.

It seems clear to me, however, that the forum's "strategy to overcome chronic unemployment" is really a uni-dimensional attack on Ottawa and a thinly veiled argument in favour of Québec independence.

Perhaps independence is the best option for this province, but I think we should hear from Concordia's senior administration on this matter.

Does the Rector agree with M. Béland and the points made in the forum's brief? Is he concerned that the tone and direction of the forum's arguments will serve to slam the door on any kind of renewed federalism? And what about the future of Concordia? What does the implicit (or explicit) acceptance of *indépendantiste* arguments mean for Concordia's existence as an English-language institution? What are the implications for Concordia as a major multi-ethnic university that is fully reflective of the cosmopolitan nature of Montréal?

Blair Williams  
Dept. of Political Science

lated to employment as professional training, immigration and regional development. The *Forum* did not publicly endorse Québec sovereignty. Mr. Béland's views on this subject, as a member of the Bélanger-Campeau Commission and head of the Mouvement Desjardins, are his own and he is perfectly entitled to hold them. For Concordia University to be associated with the *Forum* cannot in any way be interpreted as an endorsement of Mr. Béland's personal views.

Professor Williams' position is disturbing in many ways. Would he have the University abstain from active involvement in Québec society unless it did so without contact with any but those who hold orthodox political and constitutional views? Would he have us avoid involvement in a concerted effort to improve employment opportunities in Québec, including for our own students? I cannot accept that view. Our role is to be responsive to our environment and we shall continue to do so.

Patrick Kenniff  
Rector and Vice Chancellor

### Retired staffer objects to tone of brief as though independence is fait accompli

I was very disappointed in the Faculty's submission to the Bélanger-Campeau Commission. It was neatly packaged and beautifully bowed, however, it seemed to me to be premised on the assumption that Québec is going to become a sovereign or separate state in the near future. Otherwise, why ask for constitutional arrangements that Concordia already has?

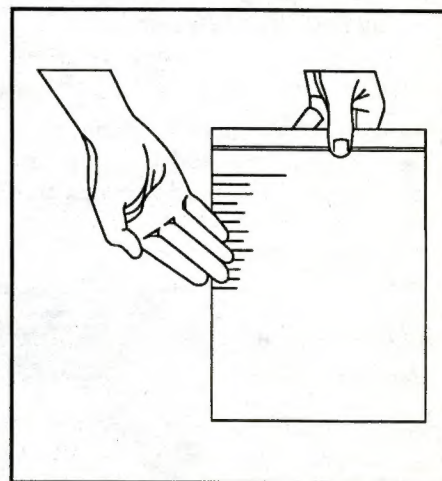
The purpose of the Bélanger-Campeau Commission is to aid the government and the people of Québec to determine the political fate of Québec. It is rather early, I suggest, to advocate academic policy to a state that does not exist.

As a former staff member of Concordia University, I would venture to say that the vast majority of the Concordia community would, without hesitation, affirm that Québec should remain in the

Canadian federation. Why didn't the faculty brief address this question?

Bill Cozens  
Concordia, 1965-86 (retired)

More letters on page 6



### HELP! Letters to the Editor are threatening to take over CTR

Though the volume of letters received each week indicates a faculty and staff with a healthy concern for the issues affecting the Concordia community, the length of these letters is proving increasingly problematic in terms of space. *CTR* wants to hear from you, but please keep letters to a maximum length of one page, typed. *CTR* has not yet resorted to editing letters for length but may soon have to, in order to be able to print as many letters as possible per issue to reduce the backlog.

— DGV

### Concordia's Thursday Report is interested in your letters, opinions and comments.

Letters to the Editor should be signed and include a phone number. Please limit your letter to one typed page. The Editor reserves the right to edit for space considerations although the utmost care will be given to preserve the core of the writer's argument. Send Letters to the Editor to BC-117, or fax 848-2814. Letters must arrive by Friday prior to Thursday publication.

### Concordia's Thursday Report

**Concordia's Thursday Report** is the community newspaper of the University, serving faculty, staff, students and administration on the Loyola Campus and the Sir George Williams Campus. It is published 30 times during the academic year on a weekly basis by the Public Relations Department of Concordia University, 1455 de Maisonneuve Blvd. West, Montréal, Québec H3G 1M8 (514) 848-4882. Material published in the newspaper may not be reproduced without permission. **The Back Page** listings are published free of charge. Classified ads are \$5 for the first 10 words and 10 cents each additional word. Display ad rates are available upon request. Events, notices and ads must be at the Public Relations Department (Bishop Court, 1463 Bishop St., Room 115) in writing no later than Monday noon prior to Thursday publication.

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# 16-PAGE SUPPLEMENT TO CONCORDIA'S THURSDAY REPORT

## INTERIM DIAGNOSTIC REPORT ON FULL-TIME FACULTY AT CONCORDIA UNIVERSITY AT MAY 31, 1989

The following report reproduced here in summary format has been produced by the office of Employment Equity. The Employment Practice Review tables and various appendices have not been included due to the length. Copies of the complete report are available upon request, please contact Kathleen Perry, Employment Equity Coordinator at 8749 for more information.

Two meetings have been organized to discuss the contents of the report. They are on Tuesday, January 15, 1991 in S-H-110 from 12-2 p.m. and on Wednesday, January 16, 1991 in L-DL-200 from 12-2 p.m. These are open meetings to the entire University community.

### SUMMARY

Did you know that...

1. Women represent a very small proportion of full-time faculty at **Concordia University** — 17%.
2. The proportion of women in full-time faculty positions has increased very little in the past fifteen years — 1.6%.
3. This small proportion (17%) is distributed very unevenly among the academic departments and faculties; 11 departments have no female full-time faculty. There are no tenured female professors in the **Faculty of Engineering and Computer Science** and only six female tenured professors in the **Faculty of Commerce and Administration**.
4. In 1988-1989, the proportion of women in new appointments was 34.8%. In 1989-90, the proportion of women in new appointments was slightly lower — 31.6%.
5. Women are unevenly distributed across the ranks and are concentrated in the lower ranks.
6. The average years since Ph.D. differential is not large. The average for women is 14.1, the average for men is 16.6.
7. By simply averaging salaries, the difference between male and female salaries is \$8201.00. This average does not take into account legitimate differences such as age and experience. A parallel detailed study of salary inequities which reflects a more appropriate salary differential based on sex is being jointly undertaken by the administration and CUFA.
8. The age differential between male and female faculty is essentially the same.
9. The average years of service at **Concordia University** differential is not large.
10. There has been an increase of female full-time graduate students enrolled in Ph.D. programmes at Canadian universities over the past fifteen years and an increase of women in M.F.A. programmes in the past eight years.
11. The actual number of women with the education and experience to teach full-time at **Concordia University** is much higher than the **Statistics Canada** data suggest.

12. There is a general problem of under-utilization and under-representation of qualified women in full-time faculty positions at **Concordia University**. Nineteen departments have more than a 10% difference between their internal representation of women and external availability.
13. Other than the **CUFA Collective Agreement**, there are very few formalized policies on recruitment and selection in the departments.
14. There is a general misconception that the **CUFA Collective Agreement** sets out specific rules/steps to be taken for recruitment and selection.
15. Many departments do not take any special measures to attract female candidates nor do they indicate in advertisements that **Concordia University** has an Employment Equity Programme.
16. There are no consistently kept records about recruitment and selection.
17. Systemic discrimination of female faculty exists at **Concordia**.
18. Article 12 of the proposed **CUFA Collective Agreement** includes certain mechanisms for departments to follow when women are under-represented.

### INTRODUCTION

Employment Equity as defined by the Employment Equity Policy is, "employment practices designed to eliminate discriminatory barriers that interfere unreasonably with employment options and to provide access to the fullest opportunity to exercise individual potential." (Appendix A)

The **Commission des droits de la personne du Québec** sets out the guidelines for Employment Equity in the **REGULATION RESPECTING AFFIRMATIVE ACTION PROGRAMMES**. The second division, in particular, defines what elements must be included in an Employment Equity Programme. They are:

- 1) the objectives sought in regard to the greater representation of target group members;
- 2) the steps required to remedy the effects of an observed dis-



criminatory situation;

- 3) a time-table for attaining the objectives and implementing the measures proposed to that end; and
- 4) the control mechanisms which would allow for an assessment of progress made and problems encountered in carrying out the programme and determine any required adjustments.

Objectives shall be expressed in numbers and percentages for each job category, sector or service targeted within an undertaking. The objectives may provide for margins. Objectives shall be established on the basis of an analysis of: 1) staff; 2) availability; and 3) employment procedures in the undertaking.

A question often asked regarding Employment Equity Programmes is: "Are they legal?" The answer is yes. **PART III AFFIRMATIVE ACTION PROGRAMMES OF THE QUÉBEC CHARTER OF HUMAN RIGHTS AND FREEDOMS**, and in particular sections 86.1-86.7, details.

The question of reverse discrimination is also common. Reverse discrimination assumes that an Employment Equity or Affirmative Action Programme is based on the same kinds of discriminatory principles and practices which already exist. This is absolutely untrue. One of the major objectives of Employment Equity is the identification and elimination of the barriers in employment and mobility in the workplace that have excluded or disadvantaged women in the past. Employment Equity measures, special and corrective, open up opportunities for those who have been excluded. Employment Equity Programmes do not impose any exclusionary practices on any groups in the workplace; they provide for the inclusion of all.

Employment Equity was introduced in October 1986 at **Concordia University** when the Board of Governors unanimously approved the Employment Equity Policy (Appendix A); however, its roots go back to the November 1983 report, **WEAVING THE FABRIC FOR THE FUTURE**. As part of the 67 recommendations in the report, many were framed within the context of what was then called "Affirmative Action." The term was recast as "Employment Equity" by Judge Rosalie Abella in **EQUALITY IN EMPLOYMENT: A ROYAL COMMISSION REPORT**, (1984):

Equality in employment is not a concept that produces the same results for everyone. It is a concept that seeks to identify, and remove, barrier by barrier, discriminatory disadvantages. Equality in employment is access to the fullest opportunity to exercise individual potential.

(Abella, p.3)

**UN PROGRAMME D'ACCÈS À L'ÉGALITÉ** is translated by the Québec Government as Affirmative Action. The conscious decision to use Judge Abella's term is based on the fact that it is more Canadian in nature and does not imply quotas or tokenism. Employment Equity objectives are numeric and measurable and are supported by measures that will help reflect both today's workforce and society's values in **Concordia University's** workforce.

**Concordia University** is ethically, morally and legally obliged to work within the terms of federal and provincial legislation. **Concordia University** is also committed to educational equity for students.

When the position of Advisor to the Rector on the Status of Women was filled by Elizabeth Morey in October 1985, the office set up a revised and enlarged Committee on the Status of Women<sup>1</sup> to work with a number of groups and report to the umbrella committee. The Working Group on Employment Equity began meeting in March 1986. The goals of the committee were to investigate and recommend on the working conditions of women at **Concordia University** and more specifically, to review issues of employment, pay equity, composition of committees, hiring procedures, and statistics, in reference to appropriate gender balance.

The committee also researched what federal and provincial funding was available for setting up an Employment Equity Programme. In 1987, the **Ministère de l'enseignement supérieur et de la science (MESS)** announced a funding programme for pilot Affirmative Action Programmes. The Office on the Status of Women in coordination with the **Office of the Vice-Rector, Institutional Relations and Finance**, applied for and received \$50,000 initial funding. (Université de Montréal and Télé-Université also received funding to begin Employment Equity Programmes.<sup>2</sup>)

The grant was approved in May 1987 and plans were made to hire an Employment Equity Coordinator. Kathleen Perry was appointed in Novem-

ber 1987. Early in 1988 a **Consultative Committee on Employment Equity** was established to advise the Coordinator. The committee included representatives from the various bargaining units and employee associations at **Concordia University**. Present members of the committee are: Joy Bennett (CUFA), Maurice Cohen (Institutional Relations and Finance), Pat Freed (Vice Rector, Academic), Gabriella Kardos (CUPFA), Larry Jeffries (Loyola Physical Plant), Kai Lee (Technicians), Susan O'Reilly (Human Resources), Kathleen Perry (Employment Equity), Claudie Solar (Status Of Women), Marilyn Taylor (CUFA) and Pat Winston (NUSGWUE). Former members include: Pat Verret (CUNASA); Rosalie Taylor (NUSGWUE), Hal Proppe (Institutional Relations and Finance) Elizabeth Morey (Status of Women), Gabriella Hochmann (CUFA), and Janice Flood Turner (CUPFA).

**Concordia University** is required to present a **DIAGNOSTIC REPORT** to the provincial government which includes an analysis of staff, availability and employment procedures in the undertaking as stated in the **REGULATION RESPECTING AFFIRMATIVE ACTION PROGRAMMES**. It must also demonstrate and show evidence that there is under-utilization and under-representation of women. The **DIAGNOSTIC REPORT** must establish that a group, in this case women, has been in a disadvantaged position as employees. In order to define numeric objectives, it must also show that there are women in the available workforce who have the competence or who will shortly achieve that competence.

Initially, it was hoped to complete a **DIAGNOSTIC REPORT** for the entire university, however because of the ongoing **Job Evaluation Programme (JEP)** at **Concordia University**, and because information from the **JEP** would not be available until after April 1990, it was decided to publish a series of **DIAGNOSTIC REPORTS**. The first report deals only with full-time academic faculty who are governed by the **Concordia University Faculty Association (CUFA) COLLECTIVE AGREEMENT**.

Professional librarians are also members of **CUFA** and a part of the academic sector of **Concordia University**, however they do not share the same problems as female full-time faculty. Women in the **CUFA** librarians group are in the majority, 88.0% (22 women, 3 men), therefore the issues and concerns of female librarians are much more applicable to the problems associated with female professions, i.e., an undervaluing of their work. As in the nursing profession, library administrators (positions outside **CUFA**) are commonly held by men. Because this report deals specifically with the problem of under-representation and under-utilization of women in the academic sector, it was decided to concentrate particularly on female full-time faculty. The Tables in Appendix C analyze the librarian's group in the same context as the faculty.

This report is preliminary. A complete **DIAGNOSTIC REPORT** which discusses all the sectors of the university is forthcoming.

## WORK FORCE ANALYSIS

### OBJECTIVES

The three objectives of this section of the **DIAGNOSTIC REPORT** are:

- 1) to provide a snapshot portrait of the employment status of full-time female faculty members at **Concordia University** at a given date and time;
- 2) to identify departments/areas where women as employees are under or over-represented; and
- 3) to provide the groundwork against which progress can be measured.

1 April 1981 - The Concordia Committee on the Status of Women was first established by Rector John O'Brien to consider and recommend ways of improving conditions for women students, staff and faculty.

2 Other universities which have received funding include Université Laval, UQAM, Université de Montréal and Université de Sherbrooke.



## METHODOLOGY

Standards had to be set in order to develop this section of the report, including the selection of a date for the snapshot portrait, the population to be analyzed, the variables and the source(s), and presentation of the data.

The statistical analysis is based on two qualifying principles: first and foremost it must be clear to the community; and second, while it deals with only the faculty at **Concordia University**, it must provide a basic format and foundation for forthcoming reports.

May 31, 1989 was the date chosen for the snapshot portrait of the gender analysis of full-time faculty. The date will remain constant for all subsequent employment group analyses to facilitate the comparison of data.

Because this report discusses only full-time ongoing faculty, it was decided to define the population as those permanent faculty positions covered by the **CUFA COLLECTIVE AGREEMENT**. While not **CUFA** members, assistant, associate, and vice deans have also been included in this report and have been placed within their original academic units. Limited term appointments are not included; they are, for the most part, temporary in that the contracts are normally for a period of 12 months or less. Part-time faculty will be dealt with in a future report.

## VARIABLES

The variables for analysis include the following:

- ☐ sex (male, female);
- ☐ category of employment (in this report, it is full-time faculty but other categories include Senior Administrators, Managers, Professionals, Technicians, Administrative Support Staff and Services and Trades and part-time staff);
- ☐ status (probationary or tenured);
- ☐ scholarship (years since terminal degree);
- ☐ seniority/years of service at **Concordia University**;
- ☐ salary (shown in \$5,000 increments);
- ☐ age (shown in five year range groups);
- ☐ rank (Lecturer, Assistant Professor, Associate Professor and Professor);
- ☐ faculty (Arts and Science, Commerce and Administration, Engineering and Computer Science, and Fine Arts).

## SOURCES AND PRESENTATION OF DATA

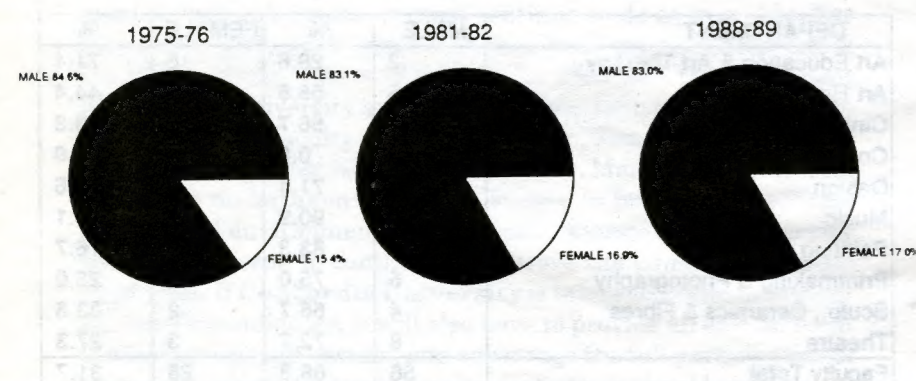
The majority of faculty information was provided by the **Faculty Personnel Office**. The data have been verified and cross-checked with the payroll database by the **Human Resources Department**. Additional information on the librarian's group was supplied by the **Library Administrative Services Office**.

Analysis is based on totals, averages and percentages. The data were downloaded from the mainframe environment and incorporated into database using Foxbase for analysis. The tables were created using Lotus 1-2-3. Free-lance was used to create the graphics.

## OVERALL PICTURE

FIGURE 1.

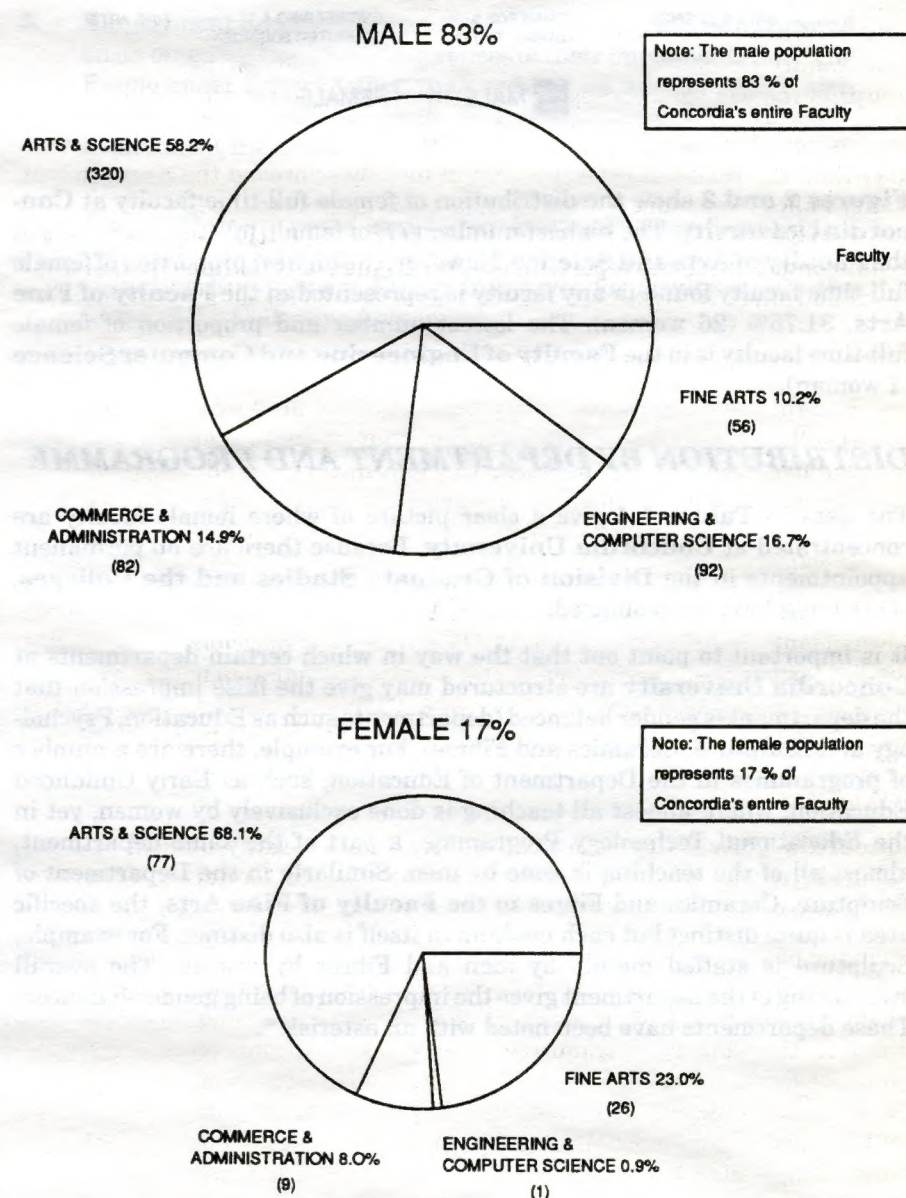
Percentage of Female and Male Faculty in 1975-76, 1981-82 and 1988-89.



In 1988-1989, the percentage of women in full-time, tenure-track positions at **Concordia University** was 17% (113 women), the same as the national average reported by **Statistics Canada**. Despite all the efforts it has made, such as the establishment of the Office on the Status of Women, **Concordia University** is still no better than the national average. Women made up 15.4% (63 women) of full-time faculty in 1975-76 and 16.9% (125 women)<sup>3</sup> in 1981-82 (see **Figure 1**), an increase of only 1.5% in six years. From 1982-89, the proportion of full-time women professors to men has remained essentially unchanged. In fifteen years, the percentage of female faculty has remained approximately at the 17% mark. The numbers have fluctuated but there is no real trend towards an increase. There has been an increase of only 1.6% of women holding full-time faculty positions at **Concordia University** since 1975. It was in that same year that Québec adopted the provincial **CHARTER OF HUMAN RIGHTS AND FREEDOMS**. While many believe women have made substantial progress in the past fifteen years in a number of professions, a similar trend is not reflected in an increased representation of women in faculty positions at **Concordia University**. This is the reason behind Employment Equity for **Concordia University** in the 1990s. See Appendix B for a Chronology of Employment Equity Legislation and a short history of women's issues at **Concordia University**.

FIGURE 2

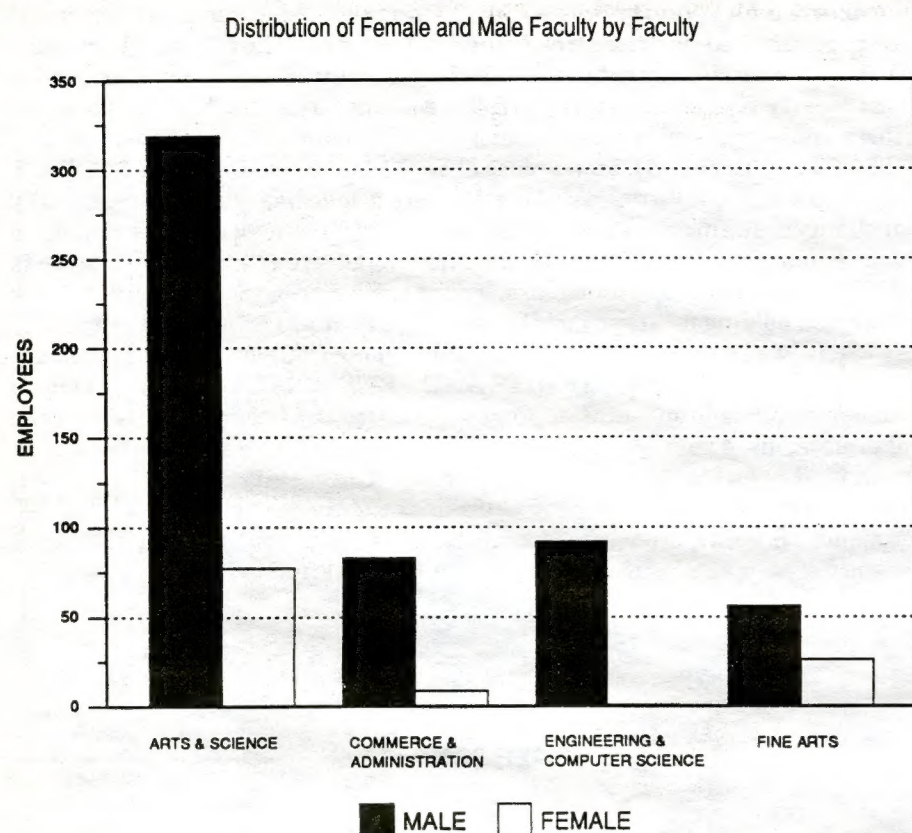
The Distribution of Full-time Faculty by Sex and by Faculty



<sup>3</sup> Data are from **WEAVING THE FABRIC OF THE FUTURE**, 1983 and were based on data provided by the **Faculty Personnel Office**, 1982. They are used here to indicate the lack of numerical progress.



FIGURE 3



Figures 2 and 3 show the distribution of female full-time faculty at **Concordia University**. The highest number (77) of female full-time faculty is in the **Faculty of Arts and Science**. However, the highest proportion of female full-time faculty found in any faculty is represented in the **Faculty of Fine Arts**, 31.75% (26 women). The lowest number and proportion of female full-time faculty is in the **Faculty of Engineering and Computer Science** (1 woman).

#### DISTRIBUTION BY DEPARTMENT AND PROGRAMME

The data in **Tables 1-4** give a clear picture of where female faculty are concentrated at **Concordia University**. Because there are no permanent appointments in the **Division of Graduate Studies and the Colleges**, these units have been omitted.

It is important to point out that the way in which certain departments at **Concordia University** are structured may give the false impression that the department is gender balanced (departments such as Education, Psychology and Sculpture, Ceramics and Fibres). For example, there are a number of programmes in the Department of Education, such as Early Childhood Education, where almost all teaching is done exclusively by women, yet in the Educational Technology Programme, a part of the same department, almost all of the teaching is done by men. Similarly in the Department of Sculpture, Ceramics and Fibres in the **Faculty of Fine Arts**, the specific area is quite distinct but each medium in itself is also distinct. For example, Sculpture is staffed mainly by men and Fibres by women. The overall structuring of the department gives the impression of being gender-balanced. These departments have been noted with an asterisk \*.

TABLE 1

Percentage of Female Faculty in the Faculty of Arts &amp; Science

DEPARTMENT	MALE	%	FEMALE	%
Applied Social Science	2	33.3	4	66.7
Biology	16	69.6	7	30.4
Chemistry & Biochemistry	18	90.0	2	10.0
Classics	2	66.7	1	33.3
Communication Studies	14	82.4	3	17.6
Economics	20	95.2	1	4.8
* Education	14	60.9	9	39.1
English	24	80.0	6	20.0
Etudes françaises	14	66.7	7	33.3
Exercise Science	7	87.5	1	12.5
Geography	7	77.8	2	22.2
Geology	5	100.0	0	0.0
History	20	87.0	3	13.0
Interdisciplinary Studies	1	100.0	0	0.0
Journalism	3	100.0	0	0.0
Leisure Studies	1	50.0	1	50.0
Library Science	0	0.0	2	100.0
Mathematics & Statistics	31	91.2	3	8.8
Modern Lang. & Ling.	8	88.9	1	11.1
Philosophy	14	82.4	3	17.6
Physics	13	100.0	0	0.0
* Psychology	26	70.3	11	29.7
Political Science	19	100.0	0	0.0
Religion	8	88.9	1	11.1
Sociology & Anthropology	20	80.0	5	20.0
TESL	7	63.6	4	36.4
Theological Studies	6	100.0	0	0.0
Faculty Total	320	80.6	77	19.4

TABLE 2

Percentage of Female Faculty in the Faculty of Commerce &amp; Administration

DEPARTMENT	MALE	%	FEMALE	%
Accountancy	17	100.0	0	0.0
Decision Sciences & M.I.S.	19	90.5	2	9.5
Finance	12	92.3	1	7.7
Management	21	84.0	4	16.0
Marketing	13	86.7	2	13.3
Faculty Total	82	90.1	9	9.9

TABLE 3

Percentage of Female Faculty in the Faculty of Engineering &amp; Computer Science

DEPARTMENT	MALE	%	FEMALE	%
Building Studies	11	100.0	0	0.0
Civil Engineering	13	92.9	1	7.1
Electrical & Comp. Eng.	21	100.0	0	0.0
Mechanical Engineering	21	100.0	0	0.0
Computer Science	26	100.0	0	0.0
Faculty Total	92	98.9	1	1.1

TABLE 4

Percentage of Female Faculty in the Faculty of Fine Arts

DEPARTMENT	MALE	%	FEMALE	%
Art Education & Art Therapy	2	28.6	5	71.4
Art History	5	55.6	4	44.4
Cinema	6	66.7	3	33.3
Contemporary Dance	0	0.0	2	100.0
Design	5	71.4	2	28.6
Music	10	90.9	1	9.1
Painting & Drawing	10	83.3	2	16.7
Printmaking & Photography	6	75.0	2	25.0
* Sculp., Ceramics & Fibres	4	66.7	2	33.3
Theatre	8	72.7	3	27.3
Faculty Total	56	68.3	26	31.7

A more effective way to look at this information is by the following categories. While women presently comprise more than 50% of the Canadian population, it has been traditional to define occupations as gender balanced when 40-60% of the positions are held by women.



**MIXED DEPARTMENTS (DEPARTMENTS IN WHICH FEMALE FACULTY REPRESENT 40-60% OF THE POSITIONS):**

- ☐ Art History
- ☐ Leisure Studies

**ALL MALE DEPARTMENTS:**

- ☐ Geology
- ☐ Inter-disciplinary Studies
- ☐ Journalism
- ☐ Physics
- ☐ Political Science
- ☐ Theological Studies
- ☐ Accountancy
- ☐ Centre for Building Studies
- ☐ Electrical and Computer Engineering
- ☐ Mechanical Engineering
- ☐ Computer Science

**ALL FEMALE DEPARTMENTS:**

- ☐ Library Studies
- ☐ Contemporary Dance

**DEPARTMENTS UNDER 40% MALE:**

- ☐ Art Education and Art Therapy
- ☐ Applied Social Science

**DEPARTMENTS UNDER 40% FEMALE:**

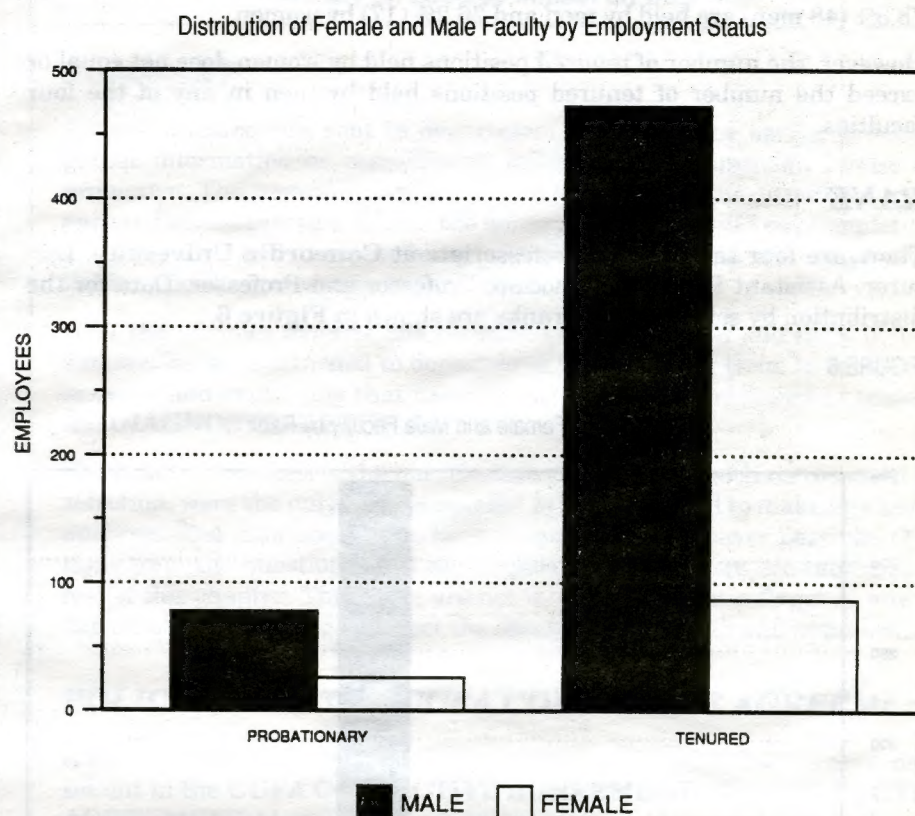
- ☐ Biology
- ☐ Mathematics and Statistics
- ☐ Chemistry and Biochemistry
- ☐ Modern Languages and Linguistics
- ☐ Classics
- ☐ Philosophy
- ☐ Psychology
- ☐ Economics
- ☐ Religion
- ☐ Communication Studies
- ☐ Sociology and Anthropology
- ☐ English
- ☐ Etudes françaises
- ☐ Finance
- ☐ Exercise Science
- ☐ Management
- ☐ Geography
- ☐ Marketing
- ☐ History
- ☐ Decision Sciences and Management Information Systems
- ☐ Civil Engineering
- ☐ Cinema
- ☐ Design
- ☐ Music
- ☐ Painting and Drawing
- ☐ Printmaking and Photography
- ☐ Sculpture, Ceramics & Fibres
- ☐ Theatre
- ☐ Education

**TENURE**

Tenure is employment without term. Most faculty are originally hired as probationary appointments, and then as contracts are renewed, they are considered for tenure as defined by the procedures set out in the CUFA

**COLLECTIVE AGREEMENT. Figure 4 details the distribution of probationary and tenured appointments university-wide.**

FIGURE 4

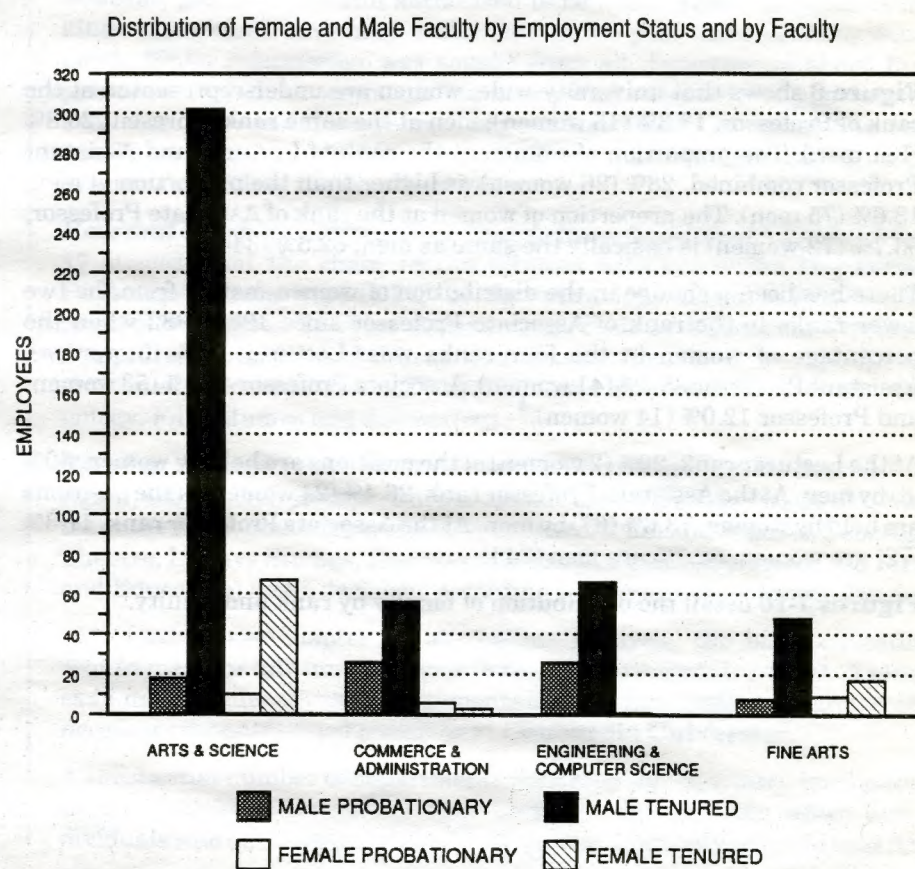


At **Concordia University**, 75% (78 men) of all probationary appointments are held by men, 25% (26 women) are held by women. In 1988-89, 34.8% (8 women) of 23 new appointments were women. In 1989-90, 31.6% (12 women) of 38 new appointments were women.

Women represent only 15.6% (87 women) of the group of tenured professors at **Concordia University**.

**Figure 5** shows the distribution of probationary and tenured appointments in the four faculties.

FIGURE 5



In the **Faculty of Arts and Science**, 64.2% (18 men) of probationary appointments are occupied by men and 35.8% (10) by women. Of tenured faculty, 81.8% (302 men) are occupied by men and 18.2% (67) by women.

In the **Faculty of Commerce and Administration**, 81.3% (26 men) of the probationary appointments are filled by men and 18.7% (6) by women. Of tenured faculty, 94.9% (56 men) are held by men and 5.1% (3) by women.

In the **Faculty of Engineering and Computer Science**, 96.3% (26 men) of probationary appointments are held by men and 3.7% (1) by women; of



tenured faculty, 100% (66 men) are held by men.

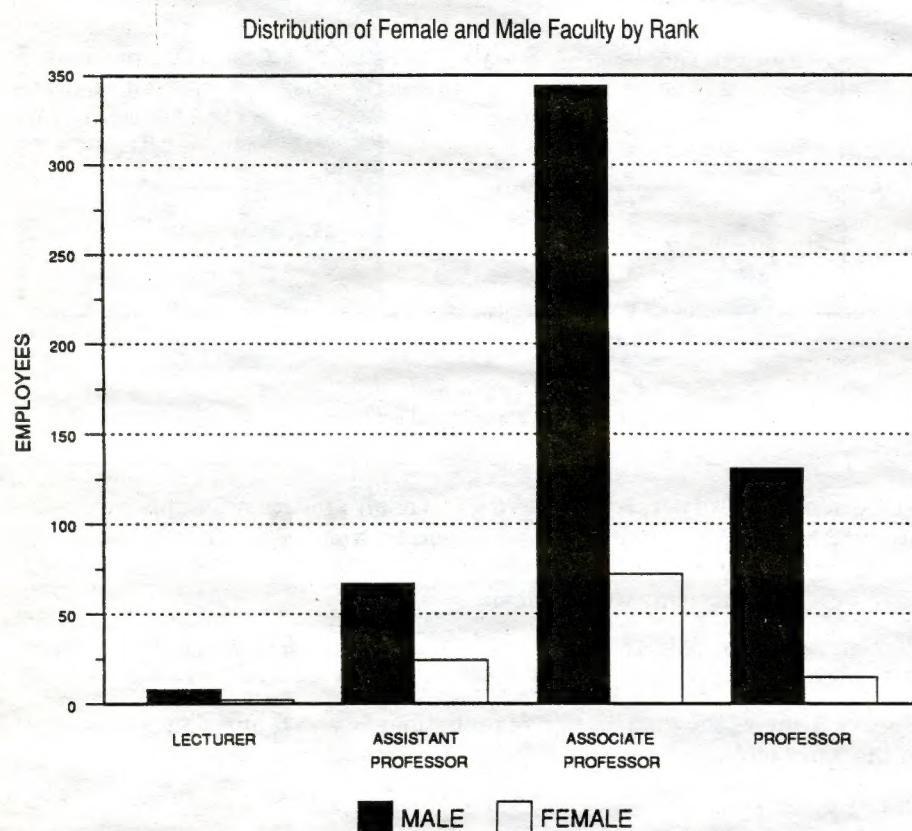
The **Faculty of Fine Arts** is the only faculty where women held the majority of probationary appointments, i.e., 52.9% (9 women). Of tenured faculty, 73.8% (48 men) are held by men and 26.2% (17) by women.

However, the number of tenured positions held by women does not equal or exceed the number of tenured positions held by men in any of the four faculties.

## RANK

There are four ranks of the professoriate at **Concordia University**: Lecturer, Assistant Professor, Associate Professor and Professor. Data for the distribution by sex among the ranks are shown in **Figure 6**.

FIGURE 6



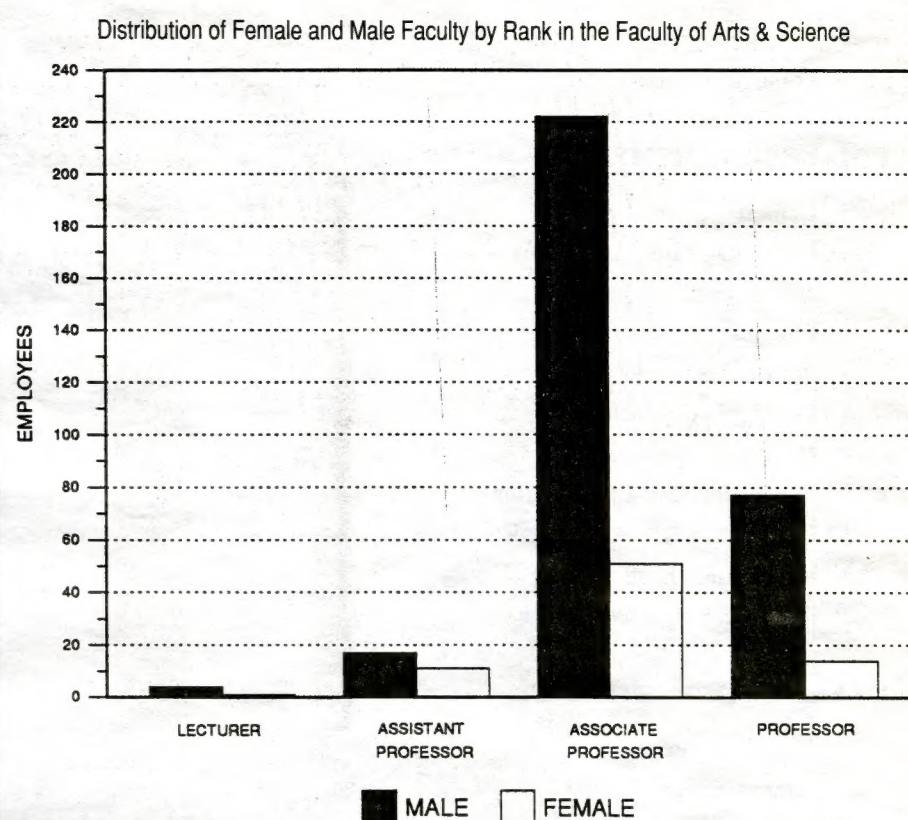
**Figure 6** shows that university-wide, women are under-represented at the rank of Professor, 13.3% (15 women); men at the same rank represent 23.8% (131 men). The proportion of women at the rank of Lecturer and Assistant Professor combined, 23% (26 women), is higher than the proportion of men, 13.6% (75 men). The proportion of women at the rank of Associate Professor, 63.7% (72 women) is basically the same as men, 62.5% (344).

There has been a change in the distribution of women mainly from the two lower ranks to the rank of Associate Professor since 1981-1982 when the percentage of women in the four ranks was: Lecturer 7.7% (9 women), Assistant Professor 35.0% (41 women), Associate Professor 45.3% (53 women) and Professor 12.0% (14 women).<sup>4</sup>

At the Lecturer rank, 20% (2 women) of the positions are held by women, 80% (8) by men. At the Assistant Professor rank, 26.4% (24 women) of the positions are held by women, 73.6% (67) by men. At the Associate Professor rank, 17.3% (72) are women, 82.7% are men (344).

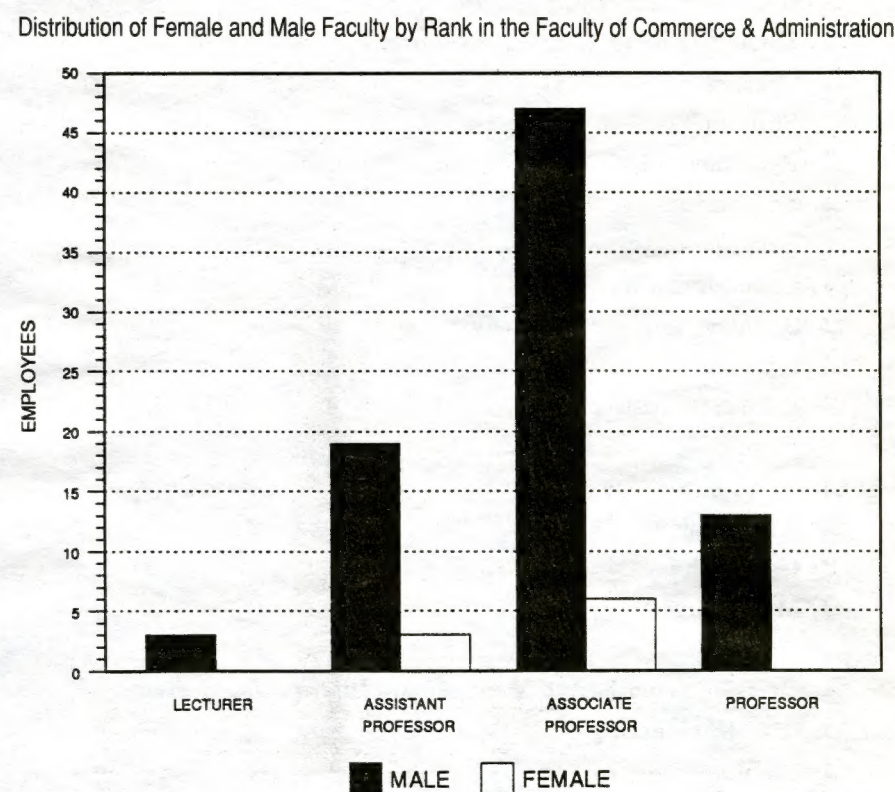
**Figures 7-10** detail the distribution of faculty by rank and faculty.

FIGURE 7



The largest number (14) of female Professors is found in the **Faculty of Arts and Science**. Nonetheless, the percentage of women at the rank of Professor, 18.2% (14 women), falls well below the percentage of men, 24.1% (77 men). Again, the percentage of women is considerably higher at the combined ranks of Lecturer and Assistant Professor, 15.6% (12 women), than men at the same combined ranks, 6.5% (21 men). The proportion of men at the rank of Associate Professor, 69.3% (222 men) is slightly higher than that for women, 66.2% (51 women).

FIGURE 8

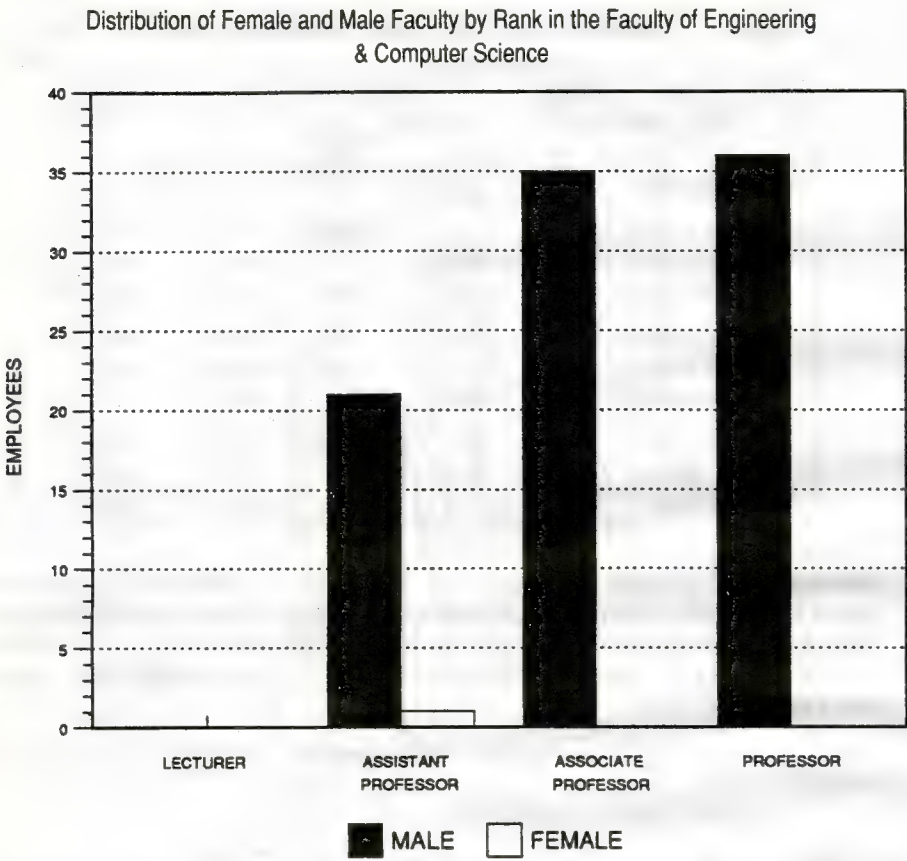


The percentage of women in the **Faculty of Commerce and Administration** at the Assistant Professor rank is 33.4% (3 women), compared to 23.2% (19) for men; 66.9% (6 women) at the Associate Professor rank compared to 57.3% (47) for men. The men at the rank of Lecturer constitute 3.7% (3 men), and 15.9% (13 men) at the rank of Full Professor. There are no female Lecturers or Full Professors in this faculty.

<sup>4</sup> These percentages have been calculated from data in **WEAVING THE FABRIC FOR THE FUTURE**, 1983, p.16.

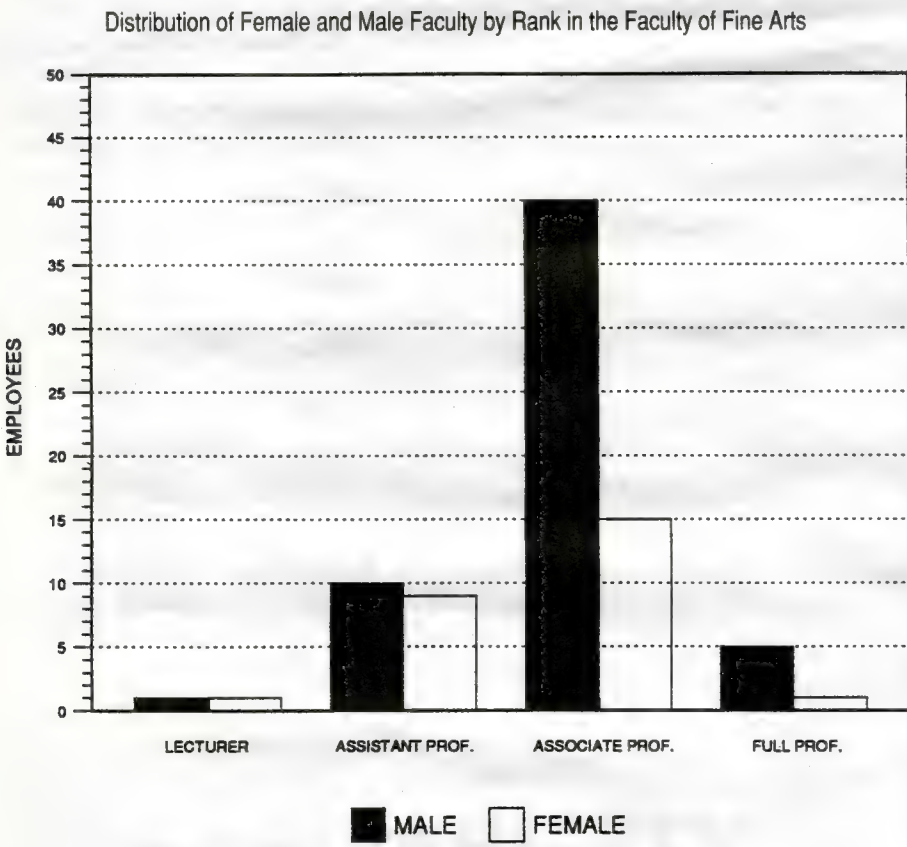


FIGURE 9



**FIGURE 9** illustrates the lack of women among the professoriate in the **Faculty of Engineering and Computer Science** which represents the highest concentration of Professors in the university 24.7% (36 men). There is only **one** woman Assistant Professor teaching full-time. There are no women teaching in the ranks of Lecturer, Associate Professor and Professor. The percentage of men in the faculty is: Lecturer 0% (0 men), Assistant Professor 22.6% (21 men), Associate Professor 37.6% (35 men), and Professor 38.7% (36 men).

FIGURE 10



As **Figure 10** shows, women are more equitably represented, 31.7% (26 women), in the **Faculty of Fine Arts** than in any other faculty, however the percentage of women at the rank of Professor is low, 16.6% (1 woman) compared to 83.4% (5) for men. At the Lecturer rank, women comprise 50% (1), men 50% (1). At the level of Assistant Professor, the percentage of women is 47.4% (9), men 52.6% (10). Among the Associate Professors, women are at 27.3% (15) and men 72.7% (40), respectively.

YEARS SINCE Ph.D

**Table 5** looks at the distribution of faculty who hold Ph.D./Doctorate degrees.

TABLE 5

Average Years Since Ph.D. by Faculty

FACULTY	MALE	FEMALE	TOTAL
ARTS & SCIENCE	18.4	15.4	17.9
COMMERCE & ADMINISTRATION	11.2	7.4	10.7
ENGINEERING & COMPUTER SCIENCE	14.6	11.0	14.6
FINE ARTS	16.0	11.0	14.2
TOTAL	16.6	14.1	16.2

This table uses a subset of the faculty population. For most departments and areas at **Concordia University**, a Ph.D./Doctorate is now the required highest degree. This has not always been the case in the past nor is it the case at present in certain departments and faculties. Because not all professors have a Ph.D., these averages are based on 521 (out of 663) records. Male faculty have an average of 16.6 years since Ph.D. (448), female have 14.1 (73). (See **Table 9**)

SALARY

**FIGURE 11** and **TABLE 6** indicate salary data by increments of \$5,000.

FIGURE 11

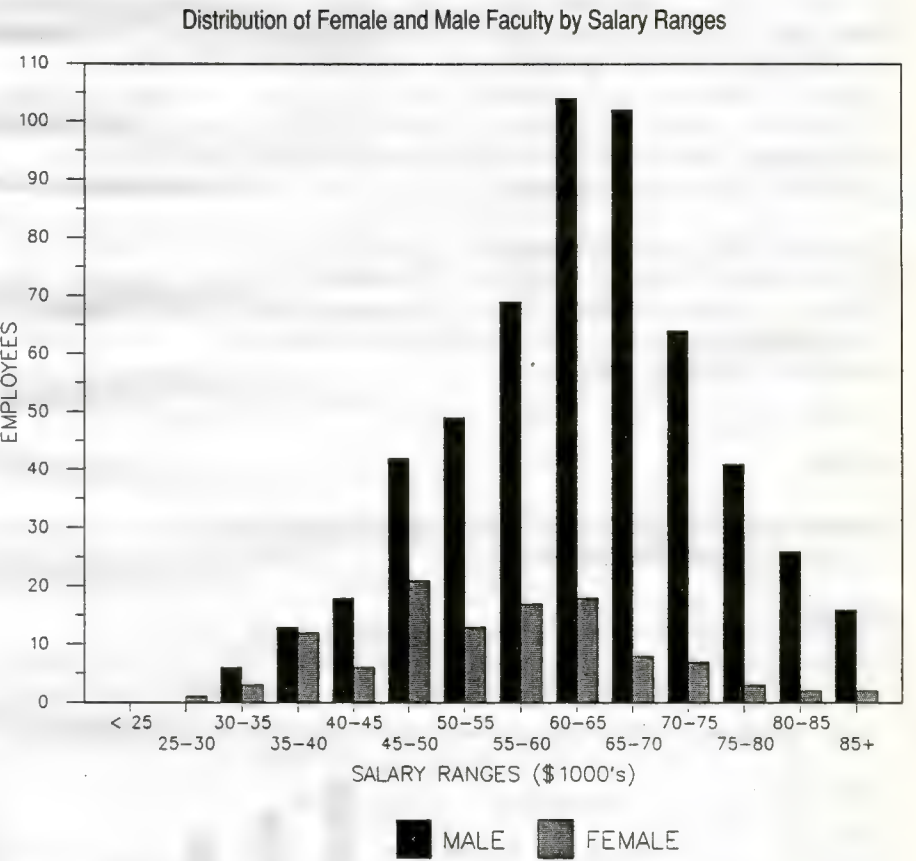




TABLE 6

Distribution of Female and Male Faculty by Salary Ranges

SALARY RANGE	MALE	%	FEMALE	%	TOTAL
< 25,000	0	0.0	0	0.0	0
25,000 - 29,999	0	0.0	1	0.9	1
30,000 - 34,999	6	1.1	3	2.7	9
35,000 - 39,999	13	2.4	12	10.6	25
40,000 - 44,999	18	3.3	6	5.3	24
45,000 - 49,999	42	7.6	21	18.6	63
50,000 - 54,999	49	8.9	13	11.5	62
55,000 - 59,999	69	12.5	17	15.0	86
60,000 - 64,999	104	18.9	18	15.9	122
65,000 - 69,999	102	18.5	8	7.1	110
70,000 - 74,999	64	11.6	7	6.2	71
75,000 - 79,999	41	7.5	3	2.7	44
80,000 - 84,999	26	4.7	2	1.8	28
85,000 +	16	2.9	2	1.8	18
<b>TOTAL</b>	<b>550</b>	<b>100.0</b>	<b>113</b>	<b>100.0</b>	<b>663</b>

Male and female faculty at **CONCORDIA UNIVERSITY** earn on the average, \$63,220.43 and \$55,019.27, respectively. (See **Table 9**, p.43). This represents an average wage differential of \$8,201.16<sup>5</sup> with female faculty earning 13% less than male. Sixty-four point four percent of female faculty (73) make **less** than \$60,000 whereas 64.2% (353) of male faculty make **more** than \$60,000. At the salary level of \$50,000 and less, 38.1% (43) of female faculty make **less** than \$50,000, whereas 85.6% (471) of male faculty make **more** than \$50,000. At the \$85,000+ salary level, there are 1.8% (2) women. At the same salary level, there are 2.9% (16) men. At the salary level of \$35,000 and under, 1.1% (6) of men make less than \$35,000 while 3.5% (4) of women make less than \$35,000.

The **Joint Pay Equity Committee (JPEC)**, appointed May 1989 by Letter of Agreement between **Concordia University** and **CUFA**, has been mandated to assess sex-related salary differentials for **CUFA** members. For details regarding the committee's mandate, see Appendix D. A final report is expected in January 1991.

## AGE

**Figure 12** and **Table 7** present data on the age characteristics of full-time faculty at **Concordia University**.

FIGURE 12

Distribution of Female and Male Faculty by Age Groups

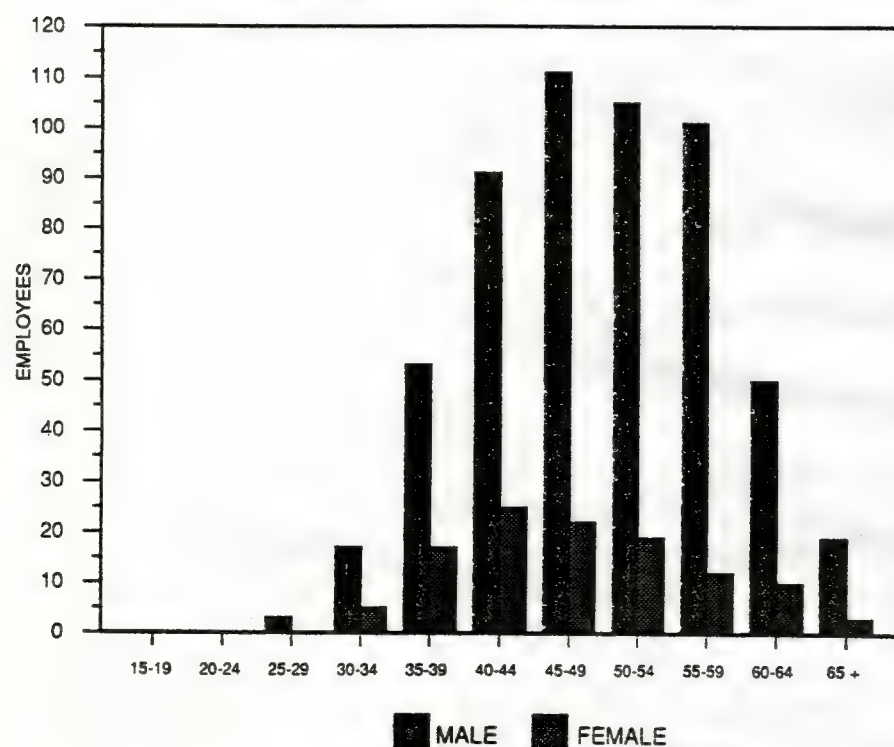


TABLE 7

Distribution and Female and Male Faculty by Age Groups

AGE GROUP	MALE	%	FEMALE	%	TOTAL
15 - 19	0	0.0	0	0.0	0
20 - 24	0	0.0	0	0.0	0
25 - 29	3	0.5	0	0.0	3
30 - 34	17	3.1	5	4.4	22
35 - 39	53	9.6	17	15.0	70
40 - 44	91	16.5	25	22.1	116
45 - 49	111	20.2	22	19.5	133
50 - 54	105	19.1	19	16.8	124
55 - 59	101	18.4	12	10.6	113
60 - 64	50	9.1	10	8.8	60
65 +	19	3.5	3	2.7	22
<b>TOTAL</b>	<b>550</b>	<b>100.0</b>	<b>113</b>	<b>100.0</b>	<b>663</b>

The data show a broad distribution for both men and women. As shown in **Table 7**, 61% (69) of female faculty are younger than 50 years of age, whereas 50% (275) of men are older than 50. In fact, the average age for women full-time faculty at **Concordia University** is 47.8 years, for men 49.9 years (see **Table 9**, p. 31).

**Table 8** details the average age characteristics categorized by sex and faculty.

TABLE 8

Average Age by Sex and Faculty

FACULTY	MALE	FEMALE	TOTAL
ARTS & SCIENCE	51.5	49.8	51.2
COMMERCE & ADMINISTRATION	46.1	40.5	45.6
ENGINEERING & COMPUTER SCIENCE	47.3	43.4	47.3
FINE ARTS	50.7	44.5	48.8
<b>TOTAL</b>	<b>49.9</b>	<b>47.8</b>	<b>49.5</b>

There are some differences within the four faculties. In the **Faculty of Arts and Science**, men (on average) are 1.7 years older than women. In the **Faculty of Commerce and Administration**, men (on average) are 5.6 years older than their women colleagues. In the **Faculty of Engineering and Computer Science**, men (on average) are 3.9 years older than women. In the **Faculty of Fine Arts**, men (on average) are 6.2 years older than women.

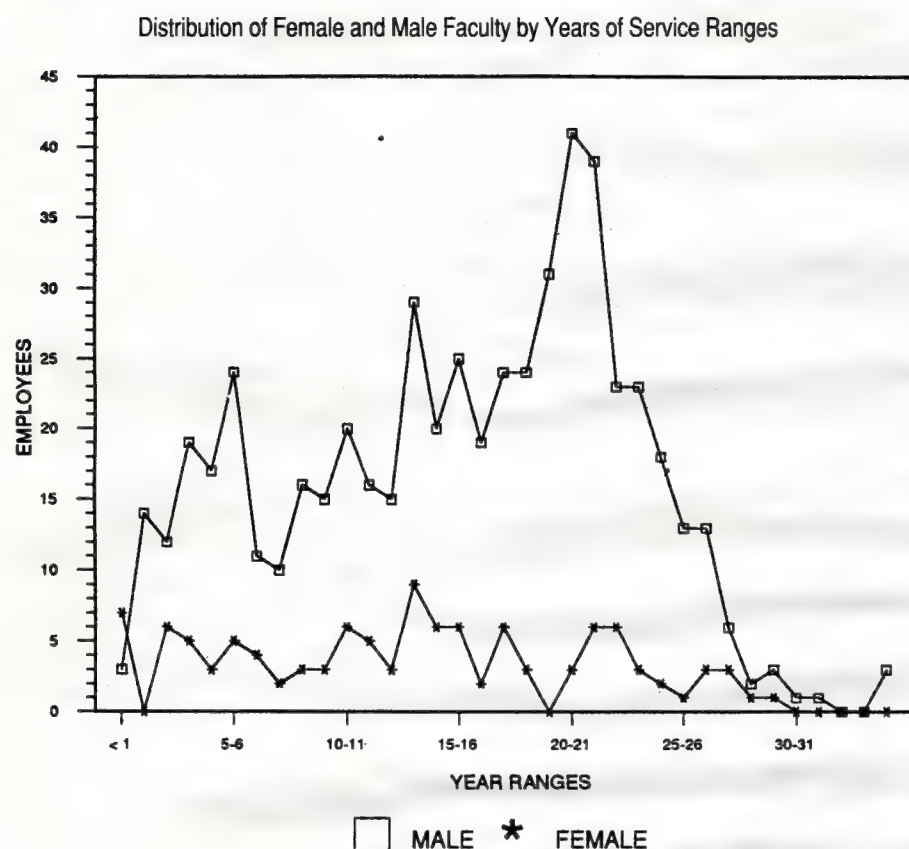
<sup>5</sup> This figure does not take into account such variables as years since final degree, age, and experience. For further details on salary inequities, see the forthcoming Joint Pay Equity Committee Report.



## YEARS OF SERVICE

Figure 13 details the distribution of years of service at Concordia University.

FIGURE 13



The data indicate that women are widely distributed in years of service while the actual number of women in any given year or range is very low. On the average, full-time male faculty have more years of service at Concordia University than women, 15.6 to 13.5 years, and in the category of more than 25 years of service, there are 42 men (7.6%) and 9 women (8.0%). (See Table 9, p.31).

## SUMMARY

Table 9 is an overview of the essential parameters for full-time faculty, comparing the situation of female faculty (on average) to male faculty (on average).

TABLE 9

General Information on Faculty by Sex

AVERAGE	MALE	FEMALE	TOTAL
AGE	49.9	47.8	49.5
SALARY	63,220.43	55,019.27	61,822.65
SENIORITY	15.6	13.5	15.2
PHD *	16.6	14.1	16.2

\* Information denotes years since Ph.D. obtained and is based on 448 records for males and 73 records for female.

# AVAILABILITY ANALYSIS

The objectives of this section are:

1. to identify departments/programmes where women are under-utilized or under-represented;
2. to provide a percentage analysis of women who have the required

educational qualifications to undertake a full-time faculty position at Concordia University or who shall acquire those qualifications within a reasonable amount of time; and

3. to develop and fix realistic objectives for increasing the representation of women as full-time faculty.

The availability analysis will allow each department to see specifically where they stand. Departments may need to expand their traditional manner of recruitment in order to attract more female candidates. It is increasingly difficult to argue that there are not qualified female candidates for faculty positions. Many professional organizations now have sub-groups or networks for female members. It should be pointed out that women in doctoral programmes or in programmes leading to appropriate highest degrees are only part of the potential pool of applicants for faculty positions; there are women teaching at other universities and in the private sector who have the qualifications to teach at Concordia University. Carleton University's Office on the Status of Women has published **A DIRECTORY OF SOURCES OF ACCESSING ACADEMICALLY QUALIFIED WOMEN**. Copies are available from the Employment Equity Office.

## METHODOLOGY

The Commission des droits de la personne du Québec provided technical assistance using Statistics Canada data on appropriate highest degrees granted (1970-1988) and appropriate programme enrolments (1988). Data on enrolments at appropriate highest degrees have been included because of the growing number of women in graduate programmes.

Table 10 is an analysis of women full-time graduate students enrolled in Ph.D. programmes at Canadian universities over the period 1972-1988. The data show an increased participation of women in every category listed.

TABLE 10

Percentage of Women in Doctoral Programmes (Full-time) 1972-1988

	1972-73	1977-78	1982-83	1987-88	Change 72-88
Arts & Science General			45.3	40.0	
Education	28.7	43.4	50.2	55.5	26.8
Fine Applied Arts	48.1	44.3	50.0	50.7	2.6
Humanities	32.4	37.4	42.4	45.8	13.4
Social Sciences	22.0	29.5	38.7	45.5	23.5
Agriculture/Biological Sciences	16.7	26.6	29.1	32.9	16.2
Engineering	2.8	4.5	6.0	7.3	4.5
Mathematics/Physical Sciences	7.3	9.9	15.2	17.5	10.2

Source: STATISTICS CANADA Compiled: Inga Wolfratt

Table 11 shows the number of women who have received M.F.A.s (the appropriate highest degree in certain Fine Arts disciplines) over the last eight years. The data indicate that the majority of M.F.A. degrees granted in Canada since 1971 have been to women.

TABLE 11

Women in M.F.A. Programmes (1)

	1971*	1982*	1983	1984	1985	1986
WOMEN	44	139	131	164	166	174
MEN	40	110	127	156	125	144
TOTAL	84	249	258	320	291	318

(1) Source; Statistics Canada. Education in Canada: A Statistical Review 1986-87, p.183

\* Figures for 1971 taken from Women in Canada: A Statistical Report, p.32. In this report figures for 1982 read: 141 M.F.A.s granted to women; 113 granted to men; 254 total degrees.

Compiled: Carlene Gardner.

## PROCEDURES IN PLACE WITH RESPECT TO HIRING PROCEDURES AT CONCORDIA UNIVERSITY

In order to determine the criteria used for the purpose of hiring and selection at Concordia University, the Employment Equity Office solicited relevant policies, procedures and hiring criteria from the chairs of departments/programmes. The request brought out the fact that very few such policies or procedures exist formally on paper and that there is nothing



concrete or formulated about qualifications for professorial positions other than copies of job advertisements.

Overall, the appropriate highest degree required for a full-time position is a Ph.D., however requirements can differ. In some situations, particularly in the case of newly emerging disciplines and disciplines based on creative activity, another degree would be appropriate. In addition, some departments require post-doctoral experience, work experience, etc. It was concluded that a preliminary study be made of the relevant criteria for first-entry positions. Information on teaching experience, publishing and research, while often submitted, is not measurable by the tools available to the **Commission des droits de la personne du Québec**. Very little, if any, data calculated by rank are available. In most cases, the information was sent to the **Commission des droits de la personne du Québec** exactly as defined by the chair with respect to educational qualifications.

The availability analysis is only an estimation of the proportion of women in the workforce who have the education necessary to teach full-time at **Concordia University**. The real potential of women candidates includes Ph.D. students, Ph.D.s working as post-doctoral staff, women working elsewhere, women not presently employed, women part-time faculty, limited term appointments, teaching assistants, research associates, etc. Furthermore, the actual number of women with the education and experience is much higher than the numbers reflected in **Statistics Canada** data. Accuracy is relative and depends upon statistics available at the time. The **Commission des droits de la personne du Québec** underlined this point in a letter dated October 23, 1989:

Nous tenons également à souligner que les taux de disponibilité doivent être considérés comme une estimation de la proportion que les membres d'un groupe cible devraient normalement représenter dans un emploi donné. La précision de cette estimation demeure relative et dépend, entre autres, des données statistiques présentement à notre disposition.

Another problem with the availability analysis is the way in which some academic departments are structured. As noted on page 12, there are departments in which one programme could be staffed entirely by one gender, however, because another programme within the same department is staffed by the other gender, the overall picture appears gender balanced. In addition, there are some areas which, because of their size, may be combined for administrative purposes, but each area in itself may be staffed entirely by one gender.

The availability analysis was approached department by department as a preliminary step but additional work needs to be done to specifically look within departments and programmes to see if there are ghettos within the units. An analysis by workload and by department and programme would also reveal more specifically if there is a gender bias in specific areas.

**Table 12** presents the results of the availability analysis. The first column estimates the percentage of women who have the educational qualifications to teach full-time at **Concordia University** as defined by the departments. The second column represents the percentage of female full-time faculty at **Concordia University** in 1988-1989. The third column indicates the rate of under-utilization and under-representation of women. The numeric objectives in the fourth column take into account both present and potential availability rates, as indicated by trends in degrees granted and number of registrations in programmes, to calculate what percentage of women in the next three years will have the education necessary to take on a full-time teaching position at **Concordia University**. Detailed results from the analysis are available for consultation in the Employment Equity Office.

TABLE 12

## Under-Utilization of Women Among Faculty

DEPARTMENT	External Availability (%)	Current Internal Availability (%)	Under-utilization (%)	Representational Goals in 3 years (%)
Applied Social Science	28	67	0	0
Biology	20	30	0	0
Chemistry	12	10	2	12
Classics	22	33	0	0
Communication Studies	39	18	21	39
Economics	11	5	6	14
Education	37	39	0	0
English	52	20	32	54
Etudes françaises	45	33	12	49
Exercise Science	35	13	22	40
Geography	12	22	0	0
Geology	14	0	14	16
History	21	13	8	28
Journalism	52	0	52	51
Leisure Studies	18	50	0	0
Library Science	81	100	0	0
Mathematics & Statistics	11	9	2	12
Modern Lang. & Ling.	42	11	31	49
Philosophy	20	18	2	23
Physics	5	0	5	5
Political Science	15	0	15	22
Psychology	37	30	7	46
Religion	27	11	16	34
Sociology & Anthropology	34	20	14	41
TESL	41	36	5	47
Theological Studies	17	0	17	25
Accountancy	16	0	16	24
Decision Sciences & M.I.S.	16	10	6	24
Finance	16	8	8	24
Management	16	16	0	24
Marketing	16	13	3	24
Building Studies	3	0	3	4
Civil Engineering	3	7	0	0
Electrical & Comp. Eng.	3	0	3	4
Mechanical Engineering	3	0	3	4
Computer Science	7	0	7	7

DEPARTMENT	External Availability (%)	Current Internal Availability (%)	Under-utilization (%)	Representational Goals in 3 years (%)
Art Education & Art Therapy	37	71	0	0
Art History	61	44	17	61
Cinema	36	33	3	36
Contemporary Dance	75	100	0	0
Design	55	29	26	55
Music	54	9	45	55
Painting & Drawing	56	17	39	58
Printmaking & Photography	59	25	34	61
Sculp., Ceramics & Fibres	55	33	22	55
Theatre	50	27	23	53

NOTE: The overall structure of some departments may give the impression of being gender-balanced across programmes. For a further discussion, see pages 4 and 10.



# EMPLOYMENT PRACTICE REVIEW

An employment system can be defined as the policies, procedures and methods that carry out the human resources management functions of the organization. It is also be the source of systemic discrimination.

The objective is to identify employment policies and practices<sup>6</sup> which on the surface may seem innocuous and neutral, but which may be discriminatory. One should note that although these policies and practices may have been adopted in good faith and may be equally applied to all, they may still exclude women or put them at an undue disadvantage.

A policy or practice is discriminatory when:

1. it creates a distinction, exclusion or preference not based on bona fide job requirements; and/or
2. it is based on criteria specifically mentioned in Article 10 of the Québec **CHARTER OF HUMAN RIGHTS AND FREEDOMS**.

## METHODOLOGY:

The analysis of employment procedures and practices consists of:

1. gathering facts and data about our employment systems through an examination of employment policies and rules at **Concordia University** (including the **CUFA COLLECTIVE AGREEMENT**);
2. a comparison of these policies with practices, over the past three years, to see if they affect women and men differently; and
3. consultation with the faculty and community through group and individual interviews to gather ideas on how to improve the representation of women as faculty at **Concordia University** (scheduled for January 1991).<sup>7</sup>

In analyzing employment practices and policies, the key criteria to be used are:

1. Consistency — Is the policy or practice applied in an equitable manner?
2. Validity — Is the practice objective and does it accomplish its predictive or evaluative function?
3. Business necessity — Is the practice necessary for safe or efficient business operations?
4. Legality — Does the practice or policy conform to existing human rights legislation regulations?
5. Job-relatedness — Is the practice based on bona fide occupational requirements?

6 This chapter deals specifically with recruitment and selection. Salary discrimination as mentioned previously is currently being investigated by **JPEC**. Further research and information needs to be gathered on reappointment, tenure and promotion.

7 The Employment Equity Workshop held March 30, 1990 as part of **The Future of Concordia: The Legal, Moral, and Ethical Liability of the University in the 1990s** focused on several recommendations.

8 The following areas of the University do not hire academic staff but second from **Concordia University** faculty: **Science College, Liberal Arts College, Institute for Co-operative Education, Ph. D. in Humanities, School of Community and Public Affairs**.

*Overall, do elements in our employment systems have a disproportionate impact on women?  
Is there an adverse impact on women?*

## SUMMARY

A questionnaire was sent to department chairs<sup>8</sup> in the spring of 1989 to gather information on recruitment, selection, reappointment, tenure and promotion. The response was slow due to the length of the questionnaire (28 pages). Reminders were sent to the departments which did not complete the questionnaire and the possibility of an interview with the Employment Equity Coordinator was then suggested.

Over the summer months, the responses were reviewed and early in 1990, summaries were returned to department chairs asking them to verify their answers and explaining that the responses would be published as tables in the **DIAGNOSTIC REPORT**.

The first two sections of the questionnaire, which deal with recruitment and selection, were the only ones completed in enough detail to make any kind of analysis. The information has been summarized whenever possible. Questions from the questionnaires and department responses are tabled at the end of this chapter. The tables are not intended to point a finger at any one department but rather to reflect the diversity of answers and approach.

## POLICIES AND THE CUFA COLLECTIVE AGREEMENT

A common response to many of the questions was, "We follow the procedures set out in the **CUFA COLLECTIVE AGREEMENT**." The **COLLECTIVE AGREEMENT** (Articles 12 and 14, in particular) presents general procedures and guidelines, not detailed applications for recruitment and selection. It does, however, set out certain minimum rules to be followed. Some departments, because of their size or programme divisions, tend to use variations on the structures in the **COLLECTIVE AGREEMENT**. There is also some general confusion as to what is considered a policy and what is considered a practice.

## RECRUITMENT

The entire **Concordia University** community is very sensitive to the recent financial problems concerning underfunding to Québec universities and more particularly at **Concordia University**. Even in times of financial restraint, however, positions are still authorized to be filled. **Table 13** outlines what kinds of positions have been authorized in the past three years by department. While information was sought from all departments about hiring practices, certain departments have not had tenure-track appointments available in the last three years. They are indicated by an asterisk in **Table 13**. These departments have answered the questionnaire based on past practices excluding the last three years.

**How and by whom are position descriptions developed?** **Tables 14 and 17** suggest that the chair, in consultation with either the **Department Personnel Committee (DPC)** or the entire department, is responsible in most departments. In some departments, such as Education, Chemistry, Sculpture, Ceramics and Fibres, and Cinema, faculty in the specific area concerned are consulted (i.e., Early Childhood Education, Educational Technology, Film Studies and Animation).

**By what process is the area of emphasis and speciality determined?** Again, the majority of departments consult the entire departmental committee or the **DPC**. Some departments (Art History, Leisure Studies, Geography, Theatre, Library Studies, Exercise Science, Sculpture, Ceramics and Fibres, and Education) make decisions according to programme or curricular need.

As stated in the chapter on availability analysis, the basic educational requirement for full-time positions in most departments is a Ph.D.. **Table 15** examines the educational requirements and teaching and/or research profiles necessary for entry-level positions at **Concordia University**.

A substantial number of departments indicated that the entry-level position is Assistant Professor rather than Lecturer. Departments which hire individuals who have not completed their theses (commonly referred to as ABDs



— All But Dissertations) most often use the rank of Lecturer and when the thesis is completed, promote the individual to Assistant Professor.

Research, reputation and teaching experience become more important than educational qualifications when hiring at a higher rank than Assistant Professor. Although it occurs rarely, some departments have been able to attract more senior candidates. See **Table 16** for details.

Establishing the selection criteria is part of the complex process of hiring. Hiring decisions should be accountable, i.e., committees should be able to give explicit reasons for choosing one candidate over another. Some departments look for teaching experience, others do not. Some departments look at research and publications while others look for proof of research and publication potential. There are of course other factors that are considered, including collegiality ("Can we live with this person?"), letters of recommendation ("...from people known and trusted") and professional experience. See **Tables 17 and 18**.

The **CUFA COLLECTIVE AGREEMENT** states that departments must advertise in **CAUT BULLETIN**; however, many reported that they go beyond that requirement. **Table 19** lists what other outreach methods departments use to recruit candidates.

Several departments expressed concern about attracting female candidates; one department in particular because they had lost or were about to lose six women. Certain departments indicated that gender equity was a priority (Economics, Sociology and Anthropology), others stated a need for more female role-models. See **Table 20**.

When asked what special measures had been employed to attract women candidates, a few departments stated they have contacted female colleagues outside **Concordia University**. See **Table 21** for details.

Very few departments indicate in their advertisements that **Concordia University** is committed to an Employment Equity Policy. Exceptions are Political Science, Education, History, Mechanical Engineering, Electrical and Computer Engineering, Computer Science, Art History, Music, Painting and Drawing, Finance, Exercise Science and Theatre.

Most departments use objective or gender-neutral language (the applicant, the candidate) in advertisements, however some continue to use the term 'chairman', even though the university standard has been 'chair' for several years.

## SELECTION

The **DPC**<sup>9</sup> selects the candidates for the short list in most departments. In others, the faculty in the appropriate field or area may be informally added to the **DPC**, or the senior faculty members of tenured faculty do the selecting.

A ranking process based on discussion and review is the procedure most frequently employed for selection of candidates. Some departments actually vote, while others select by consensus. See **Table 22**.

**Is gender a consideration in determining the short-list?** These departments said yes: Education, Journalism, Political Science, English, Economics, Music, Sociology and Anthropology, History, Philosophy, Art History and Religion.

All departments except English briefly described their general procedures: review of applications, candidates short-listed, interviews with candidates, discussion and ranking of candidates, selection made, recommendation made to chair, chair recommends to dean. The Department of English replied that its selection procedures were documented.

When asked how women have been included in the selection process for the past three years, several departments stated that women had been members of the **DPC**. Several departments also responded that female faculty (as well as male faculty) are invited to the lecture/seminar presentation(s) by the candidate(s) and to participate in the interviewing process. One department stated that it had no female faculty to participate. Some departments reported that they consult female students.

About half of the responses stated that the department had a specific interview format which generally includes a formal presentation of an academic paper with a question and discussion period afterwards. For details concerning who interviews the candidates, see **Table 23**.

**Table 24** describes other hiring processes and the percentage of **DPCs** which have been filled by women in the past three years.

Response to the question of keeping records on the hiring practices of the

departments was generally positive although most records are not documented. See **Table 25** for details. Records that are kept are not normally sent for review outside the department. The **Faculty Personnel Office** only becomes involved when the recommendation for selection arrives at the **Office of the Vice-Rector, Academic**.

Departmental suggestions on ways to increase the representation of female faculty at **Concordia University** included: the idea of establishing a fund specifically targeted to hiring female faculty, encouraging female students to pursue Ph.D.s, setting up a committee to review all hiring, establishing a percentage of female faculty to be hired in the next three years with each faculty dean and widening traditional methods of recruitment.

**What barriers exist for Employment Equity at Concordia University and what are the dangers in its implementation?** Some departments mentioned quotas and affirmative action, however several specifically stated that they saw no barriers to the implementation of Employment Equity.

## RECOMMENDATIONS

Is there systemic discrimination at **Concordia University**?

Systemic discrimination is difficult to identify and unlikely to be remedied by a single solution. This report looks at the position of women as full-time faculty within **Concordia University**. It also establishes that our current snapshot portrait does not match current availability statistics very well. On the surface, the review of our employment policies and collective agreement for faculty does not lead one to say that it is those systems which deter female candidates. The climate does not appear to be unwelcoming. Why then do we not see more women as full-time faculty at **Concordia University**?

It is clear that there is systemic discrimination of female faculty at **Concordia University**. The discrimination that has occurred may not have been intended or overt but it has had the effect of putting women seeking faculty positions at a disadvantage. Systemic discrimination is pervasive within our employment procedures and attitudes. By its nature, systemic discrimination usually occurs by omission rather than by commission. It is a barrier to women's full participation and potential within the university workforce and society. We believe there are many initiatives to be taken to encourage the full participation of women in the academic life of **Concordia University**.

Concurrent with this study has been the ongoing negotiations between the University and the Faculty Association. Both sides were committed to the inclusion of Employment Equity and formalizing it within the upcoming round of negotiations. Female faculty knew that their numbers had not increased despite some good will efforts. The time had arrived to build mechanisms for implementing and monitoring Employment Equity at **Concordia University** into the **CUFA COLLECTIVE AGREEMENT**. As a matter of principle we support the cooperative and collaborative approach as outlined in the **Collective Agreement** rather than the imposition of regulations on specific hiring goals.

The key elements of Employment Equity for female faculty are included in Article 12 of the **CUFA Collective Agreement**. Excerpts from Article 12 are included in Appendix F. Employment Equity for female faculty is no longer voluntary but just as any other negotiated article, it is a legal requirement and responsibility of departments and academic units. The Consultative Committee on Employment Equity endorses the provisions as proposed in Article 12 which emphasize the active role of each department/academic unit in the development of action plans. These plans shall outline the steps to be followed to maximize the likelihood of attracting qualified female candidates, to ensure their fair and equitable consideration in the hiring process and to promote accountability in employment practices. The committee also recommends that the Joint Employment Equity Committee make an annual report which will include the action plans and complete statistics from departments/academic units: the number of applicants female/male, the number of applicants short-listed female/male, the number of applicants interviewed female/male and the sex of the candidate hired.

The following recommendations are made by the Consultative Committee on Employment Equity. Meetings will be held later in January 1991 to discuss

9 Sometimes called the Recruitment or Search Committee.



the findings of this report.

In light of the current profile of women in the professoriate at **Concordia University**, of current data regarding the availability of women in relevant disciplines and professions, and of an analysis of the employment systems, there is evidence of systemic discrimination against women as full-time faculty at **Concordia University**. The following general policy orientations and specific practices are recommended:

1. Since systemic discrimination is perpetuated through a lack of awareness and attention to unexamined habits and assumptions rather than by deliberate and malicious initiatives against women, the university should allocate adequate resources to assist each department/academic unit to identify where its employment practices may be discriminatory and to develop effective ways to eliminate discriminatory practices. The Consultative Committee recommends that the initial approach to implementing Employment Equity be one that acknowledges the sense of justice, cooperation and good will which exists in the professoriate at **Concordia University** and which emphasizes the responsibility of each department/academic unit for fairness and quality of academic appointments.
  - ☐ The Employment Equity Office should continue with the mandate to work with individual departments/academic units to:
    - (a) promote an understanding and identification of systemic discrimination consultations, workshops and the provision of relevant research and written resources, particularly providing resource materials to assist search committees in conducting Employment Equity searches; and
    - (b) assist, through consultation, in the modification of employment practices to eliminate systemic discrimination.
2. Specific measures in action plans should be tailored to each department/academic unit but the following elements of an action plan should be addressed. They include:
  - ☐ developing a detailed description of the various appointments held by women within the department/academic unit and sub-unit;
  - ☐ defining and planning new positions to maximize the available pool of qualified female candidates;
  - ☐ developing recruitment strategies to attract more applications from qualified female candidates;
  - ☐ strategies to eliminate bias against female candidates in the recruitment and selection process (e.g., including a person informed and aware of Employment Equity issues on the **DPC**);
  - ☐ assuring that all qualified female candidates on the short-list have the opportunity to present their qualifications and to obtain the best impression of the department/unit;
  - ☐ requiring that in departments/units where women are under-represented, all things being equal, female candidates shall be given priority;
  - ☐ developing goals for the hiring of female candidates for the department/unit in the next three years; and
  - ☐ developing a long-term strategy for improving the representation of women among the full-time faculty in the department/unit by a system of mentoring and sponsorship for female students particularly graduate students.
3. While **Concordia University** has had a long standing commitment to women's issues, it must continue to do so in a proactive way. In the past, such initiatives have been the establishment of the Office of the Status of Women in 1985 and the agreement between the University and CUFA to undertake a joint pay equity study for female faculty in 1989. In 1988 the **Simone de Beauvoir Institute** celebrated its tenth anniversary. Many of the initiatives have been undertaken by the University to improve the climate and general environment for all women. **Concordia University** specifically needs to continue to improve the climate for female employees. If **Concordia University** is to be successful in attracting female candidates, it will also have to provide an environment in which many will remain, and encourage the full participation of women in the life of the university. Initiatives should include:
  - ☐ developing Guidelines for Gender Inclusive Language;
  - ☐ ensuring that in recruitment and selection interviews with women and men, issues of parental leave, child care, tenure expectations, available support systems and quality of life of the surrounding community be addressed;

- ☐ providing support opportunities for female faculty, for example, efforts of senior female faculty to meet and provide assistance to junior female faculty; and
  - ☐ publicizing the Sexual Harassment Policy.
4. It is well proven that women have different career paths than their male counterparts. **Concordia University** needs to develop employment policies and practices which acknowledge different career paths and introduce mechanisms which allow for flexibility in their applications so that is no adverse impact on women. Initiatives should include:
    - ☐ gathering information on workload assignment by department, programme, unit, faculty, college and division to ensure that female faculty are treated equitably. In the areas of the **Colleges** and **Division of Graduate Studies**, where faculty are seconded, special attention should be paid to ensure the appropriate representation of female faculty;
    - ☐ gathering information on promotion and tenure, both from the viewpoints of those involved in granting promotions and tenure, and from women who have been through the two processes; and
    - ☐ undertaking a study to investigate how current appointment practices can be adapted to the special needs of female faculty.
  5. Employment Equity strategies for female faculty will be monitored on an on-going basis for effectiveness of their implementation. The Employment Equity Office shall publish an annual report with internal workforce analysis and comparison with external availability, including data on recruitment, selection and promotion.
  6. Prior to the next round of collective bargaining, the Consultative Committee on Employment Equity will forward a recommendation regarding Employment Equity initiatives for faculty within the terms of the Collective Agreement.



# APPENDIX A:

## CONCORDIA UNIVERSITY'S EMPLOYMENT POLICY SCOPE

The conditions of this policy apply to all personnel.

### INTRODUCTION

Employment Equity can be defined as employment practices designed to eliminate discriminatory barriers that interfere unreasonably with employment options, and to provide access to the fullest opportunity to exercise individual potential.

The University will not under any circumstances permit employment practices and procedures in contravention of the Quebec Charter of Human Rights and Freedoms, 1986 which prohibits discrimination and harassment on the grounds of race, colour, sex, pregnancy, sexual orientation, civil status, age except as provided by law, religion, political convictions, language, ethnic or national origin, social condition, a handicap or the use of any means to palliate a handicap. (ref. Chapter I.1, article 10) The University's Human Resources Department can provide clarification concerning the application of the legislation and policy in any particular circumstances.

The University affirms its commitment to equal opportunity in employment in that all present and potential university employees shall receive equitable treatment and consideration. For present university employees this includes access to preparation and opportunities for transfer, promotion, and advancement within the University. This commitment is consistent with good management practice for long-term planning, effective use of human resource potential, and the recognition of individual merit and achievement.

### OBJECTIVES

The objectives of the Employment Equity Policy are:

To regard individual merit as the prime criterion for the treatment of present university employees and the employment of prospective university employees.

To ensure that all university employees are encouraged to develop their abilities and aspirations without being subject to discrimination and harassment, and without barriers which may result, however unintentionally, from policies, behaviour, or attitudes.

To achieve a more heterogeneous distribution and balance (for example with respect to gender and minority groups) in employee complement across ranks, job levels, and employment categories.

### IMPLEMENTATION

- a) The university will take the following steps to act on its commitment and concern:

Communicate this policy, and programmes and procedures that will be developed under it, to all university employees.

Foster and endorse behaviour that advances employment equity;

Examine and as necessary alter any policies and

practices that have the result of unreasonably preventing or limiting the provision of equality in employment in hiring, promotion, remuneration, training, professional development or working conditions;

Recognize, in addition to educational qualifications, other forms of training and skills gained through experience and a record of accomplishment in other endeavors;

Monitor university documents and other official communications to ensure that they are free of discriminatory language and sex-role or other stereotyping.

- b) While remaining alert and sensitive to the issue of employment equity for all, the University has an immediate and special concern with the role and experience of female employees. Without diluting its commitment to individual merit as the prime criterion, the University will undertake a number of positive initiatives in the short-term to enhance and diversify the participation of women.

This will include:

identifying and analyzing employment categories and organizational units in which women are significantly over or under-represented and setting of the goals to redress the situation;

improving development opportunities to assist qualifiable women to compete on equitable terms for available positions;

seeking out well-qualified women to enlarge the pool of potential candidates for recruitment and promotion into employment levels and categories in which females are currently under-represented;

the recommendation of the Search Committee will include a report outlining what efforts have been made to attract women candidates and have them considered;

insuring that all university subcontractors are aware of and adhere to the University Employment Equity Policy.

- c) The results of initiatives undertaken pursuant to a) and b) above will be documented and reported to the Rector on a regular basis to measure progress toward approved goals and objectives consistent with the spirit of this Policy.
- d) The Vice-Rector, Institutional Relations and Finance is responsible to the Rector for the administration of this policy.



## APPENDIX B: CHRONOLOGY OF EMPLOYMENT EQUITY ISSUES

**CHRONOLOGY** (this is based, in large part, on a section of the **END OF MANDATE REPORT** from the Office of the Status of Women). Portions thereof are reprinted with the permission of that Office.

- |   |  |
|---|--|
| <p>1960 — Canadian <b>BILL OF RIGHTS</b> passed</p> <p>1970 — Canadian <b>ROYAL COMMISSION ON THE STATUS OF WOMEN</b></p> <p>1975 — International Women's Year</p> <p>1975 — Québec adopts the provincial <b>CHARTER OF HUMAN RIGHTS AND FREEDOMS</b></p> <p>1977 — <b>Canadian Human Rights Commission</b> forbids discrimination on the basis of sex and ensures equal pay for work of equal value</p> <p>1977 — <b>Association of Universities and College of Canada</b> publish <b>WOMEN AND UNIVERSITIES</b> including recommendations on teaching, employment, role models, etc.</p> <p>1978 — Le Conseil du Statut de la Femme du Québec publishes <b>POUR LES QUÉBÉCOISES: ÉGALITÉ ET INDÉPENDENCE</b></p> <p>1978 — <b>Simone de Beauvoir Institute</b> founded at <b>Concordia University</b> to promote the understanding of the history and contemporary situation of women in society</p> <p>1981 — <b>Université Laval's</b> Board of Governors appoints a <b>Coordinatrice à la condition féminine</b> for an initial 3-year mandate</p> <p>April 1981 — <b>Concordia University</b> Committee on the Status of Women established by Rector John O'Brien to consider and recommend ways of improving conditions for women students, staff and faculty</p> <p>1982 — <b>Canadian CHARTER OF RIGHTS AND FREEDOMS</b> (Constitution Act) adopted</p> <p>1982 — Québec <b>CHARTER OF HUMAN RIGHTS AND FREEDOMS</b> amended to allow for affirmative action programmes</p> <p>1982 — <b>CAUT</b> first Status of Women Workshop</p> <p>November 1983 — <b>WEAVING THE FABRIC FOR THE FUTURE</b> makes 67 recommendations to the <b>Concordia University</b> Board of Governors including the creation of an Associate Vice-Rector for the Status of Women</p> <p>1983 — <b>Carleton University</b> establishes position of Coordinator for the Status of Women</p> <p>June 1984 — <b>Concordia University</b> participates in <b>Comité de concertation MEQ/Universités sur la condition féminine</b> which tables report recommending among other items, that rectors reaffirm their university's commitment to advancing the status of women, setting up action plans, providing financial support and creating infrastructures to address issues</p> <p>October 1984 — Report of the <b>ROYAL COMMISSION ON EQUALITY IN EMPLOYMENT</b> (the "Abella Report")</p> <p>December 1984 — Rector Patrick Kenniff's report to the Board of Governors regarding Committee and Advisor to the Rector on the Status of Women approved with</p> | <p>budget allocation for a three-year term</p> <p>February 1985 — Call for nominations to the Committee on the Status of Women at <b>Concordia University</b></p> <p>June 1985 — <b>PART III</b> of the Québec <b>CHARTER OF HUMAN RIGHTS AND FREEDOMS</b> proclaimed into force, thus permitting establishment of affirmative action programmes in employment, education and social services</p> <p>June 1985 — <b>Canadian Parliament</b> passes <b>EMPLOYMENT EQUITY ACT</b></p> <p>October 1985 — Advisor to the Rector on the Status of Women appointed for a two-year term; Committee of nine representatives appointed by the Rector</p> <p>November 1985 — First meeting of the <b>Concordia University</b> Committee on the Status of Women</p> <p>1986 — Québec Commission releases <b>GUIDELINES FOR VOLUNTARY AFFIRMATIVE ACTION PROGRAMMES</b></p> <p>May 1986 — Québec government announces a three year programme of technical and financial assistance for the establishment of affirmative action programmes in education</p> <p>September 1986 — <b>Employment Equity Policy</b> approved unanimously by <b>Concordia University</b> Board of Governors</p> <p>February 1987 — <b>Ministère de l'enseignement supérieur et de la Science</b> announces funding programme for affirmative action programmes (<b>PAE</b>)</p> <p>October 1987 — Entente signed by Rector Patrick Kenniff committing <b>CONCORDIA UNIVERSITY</b> to the <b>MESS PAE</b></p> <p>November 1987 — Employment Equity Coordinator appointed at <b>Concordia University</b></p> <p>January 1988 — <b>Consultative Committee on Employment Equity</b> established at <b>Concordia University</b></p> <p>February 1988 — <b>Intersyndicale des professeur/e/s des universités Québécoises (IPUQ)</b> conference <b>L'accès à l'égalité chez les professeur/e/s d'université : du présent au futur</b>, Ste-Foy, Québec</p> <p>May 1988 — Rector Kenniff signed Certificate of Commitment to <b>Federal Contractors Programme</b></p> <p>April 1989 — <b>Comité sur les femmes en milieu universitaire (CMFU)</b> conférence <b>Faire bouger l'université: un défi pour les femmes</b>, Montréal, Québec</p> <p>May 1989 — <b>Joint Pay Equity Committee</b> set up to at <b>Concordia University</b> to research methodologies for analyzing academic salaries for female <b>CUFA</b> members</p> <p>February 1990 — (<b>CMFU</b>) de <b>FAPUQ</b> with <b>SPUQ</b> and <b>SPUL</b> conference <b>Le temps d'agir strategies d'implantation des PAE</b>, Montréal, Québec</p> |
|---|--|



## APPENDIX F:

### EXCERPTS FROM ARTICLE 12

### OF THE CUFA COLLECTIVE AGREEMENT

12.01 Concordia University is committed to Employment Equity and to act upon the problem of under-representation of female faculty members. It is self-evident that under-representation is any percentage that falls under fifty percent (50%) of faculty positions in any given department; consequently, it is the goal of Concordia University to achieve equal representation in all departments. However, for the purposes of this article 'under-represented' describes situations in which the percentage of women holding tenured or probationary appointments in a department falls below the availability of suitable candidates as determined by Statistics Canada.

Within the six (6) months of the signing of the Collective Agreement, the Employment Equity Office shall determine, based on the availability analysis of 1988-89 data, what constitutes adequate representation of women in each discipline and rank.

A Joint Employment Equity Committee (JEEC) composed of three (3) persons shall be established to ensure that fair hiring practices are observed for both librarian and faculty members within the University. One committee member shall be appointed by the Association and one (1) committee member shall be appointed by the Employer. A third committee member shall be agreed upon by these two appointees. In addition, the Employer and the Association shall appoint one (1) alternate.

In departments where women are under-represented the DPC, in consultation with the Joint Employment Equity Committee and the Dean, shall establish objectives for the hiring of women over the next two (2) years and an action plan which outlines the steps to be followed to maximize the likelihood of attracting applications from qualified female candidates and ensuring their fair and equitable consideration in the hiring process. The action plan shall be forwarded to the JEEC no later than six (6) months after the signing of the Collective Agreement. The JEEC shall forward the action plans and its reports to the Vice-Rector, Academic within four (4) months of receipt of the plans.

If departmental personnel committees have no women members, the action plan may include a provision to invite a tenured female faculty mem-

ber to serve as a non-voting participant in the DPC only for hiring purposes.

In departments in which women are under-represented, all things being equal, women candidates shall be given priority.

12.02 a) The advertising copy shall be sent to the Association and the Joint Employment Equity Committee within (10) working days of its placement.

The qualifications relevant to each vacant position shall be clearly stated.

12.02 b) All advertisements must refer to Concordia University's commitment to Employment Equity.

12.02 e) In all cases, the DPC shall prepare a list of all criteria used to establish a short-list of candidates and must submit with its recommendation a reasoned report outlining its procedures and justifying its selection.

12.02 f) Within five (5) working days of receipt of the of the recommendation as per 12.02 e) the Dean shall forward the dossier to Joint Employment Equity Committee for review.

12.02 g) Within five (5) days of receipt of the dossier as per 12.02 f) the Joint Employment Equity Committee will return the dossier to the Dean together with its comments.

12.02 g) Following the procedure set out in 12.02 g) the Dean shall forward the dossier, the JEEC report and a recommendation for appointment to the Vice-Rector, Academic at a rank, salary, term, and conditions of appointment (given due consideration to the candidate's academic qualifications, experience, publications, experience, publications, and other credentials) which have been negotiated with the candidate. A copy of this recommendation shall be sent at the same time to the Joint Employment Equity Committee.



## BRIEFS

### Smoke but no fire

## GM Building evacuated

A one-alarm fire forced more than 400 people to evacuate the GM building on the Sir George Williams Campus at 1550 de Maisonneuve West last Thursday. There were no injuries and there was no damage done to any Concordia office occupying the building.

The University does not own the building but leases space there, used primarily by the Faculty of Commerce and Administration. The Office of the Vice-Rector Services, Accounting Services and Treasury are also located in the GM building.

"I picked up my purse, locked the door and walked down 11 flights of stairs," said Suzanne Smith, a secretary in the Office of the Vice-Rector, Services.

The alarm sounded when smoke was detected in the penthouse of an elevator shaft in the building, bringing five trucks from the Station 25 Fire Department. The cause of the smoke which set off the alarm has yet to be determined, said Guy Durocher, Statistics Manager for the Montréal Fire Department.

However, Multimags manager, Danny Canale, said that a television monitor in the store apparently "blew up," causing considerable smoke. Multimags is a magazine shop at street level of the 11-storey building which also rents and shows video movies.

Environmental Health and Safety Officer Walter Wheatley said the alarm system in the GM building was sensitive enough to detect the smoke. — **Andre Perrella**

## Former Sir George Williams University Principal Robert Cannon Rae dies in Toronto

Robert C. Rae, Sir George Williams University's fourth Principal and Vice-Chancellor from 1962 to 1968, died recently in Toronto. During his career at one of Concordia's founding institutions, he was Dean of Sir George Williams College in 1956 and Vice-Principal in 1961-62.

Under Rae's leadership, Sir George Williams moved beyond its infant ties with the YMCA and completed construction of its own 12-storey home, the Henry F. Hall Building, completed in 1966. The University also initiated its graduate studies programmes and began granting honorary degrees during this time.

A graduate of Trinity College and the University of Toronto's School of Social Work, Rae served in the Canadian Army during the Second World War, landing in Normandy on D-Day. He later served as an intelligence officer with the Queen's Own Rifles of Canada.

Rae was associated for many years with the YMCA and served as Secretary of the Adult Programme Department for the National Council of the YMCAs of Canada.

A strong supporter of accessibility to university education, Rae summed up his beliefs on the occasion of his installation as Principal, on October 19, 1962, when he said, "I believe that university



Robert Cannon Rae

education cannot be limited to the privileged few, but must be made available to all who can absorb it. Our democratic way of life supports this view and the needs of our society for educated persons give practical endorsement to this principle."

— **Laurie Zack**

## "B" Rule in Creative Writing Programme will stay

The contentious "B" rule which was passed by Senate last May (see CTR, October 19, 1990), continues to stir up controversy.

After an animated debate lasting almost two hours, Senate voted December 7 to defeat a student motion to rescind the new grading policy.

Opponents of the "B" rule fear the new grading policy could lead to grade inflation and call into question the validity of the University's grading system.

Members of the Creative Writing Programme, once again given speaking privileges at Senate to voice support for the "B" rule, said they felt strongly that boosting the passing grade from C to B

would help weed out less-talented students and would act as a much needed "screening system" to deal with the flood of applications received each year.

As Gary Geddes, Professor in the English Department and Coordinator of the Programme, said, "it's not a question of exclusion, but one of nurturing," a way to make the programme better.

Some senators expressed the wish to delay the vote to abolish the "B" rule, saying that perhaps more time was needed to study all the potential ramifications of this controversial issue. Others noted that rescinding a motion already passed by Senate could set a dangerous precedent. — **HHP**

## With the new year come some changes

- Sally Spilhaus has been appointed as Sexual Harassment Officer. She is a graduate of Concordia and has worked in the field of human rights for more than 20 years. Spilhaus will work toward establishing the Sexual Harassment Office.
- Donald Boisvert has been appointed to the position of Associate Vice-Rector, Services (Student Life) for a three-year term. This position is responsible for Student Services units (Fitness, Recreation and Athletics, Guidance Services, Office of the Dean of Students) and will ensure that student administrative services offered through Admissions, Liaison and Registrar Services are provided in the context of a student-centred view of education. Boisvert was Executive Assistant to the Rector. Replacing him in that capacity is Maureen Habib. She has been with the Office of the Vice-Rector Academic, most recently, as Assistant to the Vice-Rector, since 1978.
- Charles Bertrand, Dean of the Faculty of Arts and Science, announced the results of November elections for members to the Faculty Tenure Committee in the Faculty. They are Arthur Broes (English), Nelson Eddy (Physics) and Daphne Fairbairn (Biology), who are List I members, and Geoffrey Adams (History), who is a List II member. Members will serve as alternate members for the academic year 1990-91 and as regular members for 1991-92. The Faculty Tenure Committee evaluates departmental faculty dossiers and makes recommendations to the Dean.

— **DGV**

## Plumbers, electricians and boiler room workers may walk out next week

Members of the electricians and plumbers unions on the Sir George Williams Campus and boiler room workers unions at both campuses have voted to strike Monday if negotiations with the University break down today and tomorrow.

According to SGW boiler room worker, Jean-Claude Morelli, assistant shop steward of the syndicat canadien des officiers de marine marchande (SCOMM), the university "has not negotiated in good faith. We've had four meetings since last spring that have lasted only a couple of hours."

"If nothing interesting comes out (of Friday's meeting), Monday morning, we walk out," Morelli said.

The walkout would affect 13 boiler room workers, eight electricians and about a dozen plumbers at the

downtown campus, and eight boiler room workers at the Loyola Campus.

At issue are salaries and an increase in the number of positions in both groups. The request for new workers is tied to the opening of the downtown library next year.

Labour Relations Manager Spiros Lazaris, the University's negotiator, said Concordia will table a monetary offer with the electricians and plumbers today and the boiler room groups tomorrow. The employees are seeking government classification rate (cost of living) plus \$1 per hour for the first year of the contract, which ended Dec. 31, 1989. The electricians and plumbers are seeking a four-day work week.

Negotiations have reached the conciliation stage. — **RMB**



# A response to the hiring policy based on seniority

In his reply to my letter in the November 22 edition of *CTR*, a letter in which I had tried to show the kind of discrimination a hiring policy based on seniority can lead to, John McAuley of CUPFA has imaginatively imputed to me assumptions that are nowhere to be found in it.

For example, it would seem I assume that "all [part-time faculty] lack a third-cycle degree," and that "those who do are by definition incompetent." There is not so much as a hint of any such opinions in my letter. All I did was present a real case — one which has since repeated itself, by the way — in which a candidate whose qualifications were patently inferior to another's was hired to teach a course solely on the basis of having taught more often in a particular department.

I really have no idea what percentage of part-time faculty have a Ph.D. and I don't much care. What I do care about, however, is that having one should be one of the criteria for selection. Or, am I being told that getting one was a waste of time, money and effort on my part? Writing a doctoral thesis is a long, arduous, frustrating experience, as only someone who has tried it knows, and on that basis alone, it should be recognized and rewarded.

Next, Mr. McAuley inquires whether I would "suggest that [a] doctorate automatically guarantees competence

in teaching." No more so than an M.D. guarantees competent patient care, obviously. However, I would venture to guess that for his next heart transplant or brain tumor operation, he will appreciate getting a full-fledged physician rather than an intern (not to mention a nurse or a paramedic).

Mr. McAuley also suggests that I "should apply for a tenure-track position here or elsewhere." Well, believe it or not, I had one (at Université du Québec à Trois-Rivières), which I promptly quit since, inter alia, I did not appreciate spending a good deal of my time and energy in all kinds of boring and mind-numbing meetings. I chose to become a poorer (but definitely happier) *chargé de cours*, and things went along swimmingly — I got jobs in six universities and eight departments over the years — until the unions started turning them into quasi-impenetrable fortresses via the seniority system. Although, as I mentioned the first time, I've probably got it made at Concordia because of my many years of service, it irks me no end to see that top-notch candidates could be denied work here because of it.

Finally, Mr. McAuley tries to minimize my bad experience with the seniority system by comparing it to the possible "dismay of someone who has given competent and loyal service over many years [in] suddenly not being

rehired." Well, if that someone is truly competent (s)he should have little to worry about. If people are to be hired mainly for having been loyal, however, I'm glad I'm not paying good money for a university education at Concordia for myself or my children. If loyalty were that important to me, I'd probably spend the money on a dog.

I think anyone who wishes to work in academia should be clear on what the rules of the game are. First, you slave over your Ph.D. thesis for five years or so, then you get your degree and go out into the real world to compete for a job

(or a post-doc) on the basis of your teaching and research potential. Those who do not have the wherewithal or the perseverance or the interest to go through all this should not expect to be artificially protected from losing out to those who do. There are plenty of other places for them to go and teach if that's all they want to do. That's why I once again urge the Administration to think long and hard about basing their hiring policy on something as insignificant as seniority.

M. Picard

## New library details come as a surprise...

Last November, I learned from three of my colleagues that the new Library Building taking form across the street from the Hall Building will be 10 storeys high along the Mackay Street side. This came as a surprise to us and may come as a surprise to you as well. You may wonder how we came by such highly classified information. It so happens that these persons were standing in front of the Hall Building when none other than Patrick Kenniff came along and chatted with them for a few minutes, during which time he imparted the above fact, as well as a few other choice tidbits of information.

This was really great for them, but what about the rest of the Concordia community? I asked some other co-workers what they knew about the new building, including a few senior administrators, and no one I spoke to knows anything about it; how many floors it will have, who will occupy it, what it will look like when completed. No one spoken to has seen the final floor plans, an architect's rendering or a model. Why is this project enshrouded in mystery?

As an employee whose time at Concordia pre-dates the opening of the Hall Building, I recall that there was a great deal more community involvement in its design and construction. Everyone was really enthusiastic about the project and eager to see its completion. This new building will probably have as great an impact upon the SGW Campus as the Hall Building did in its time, but nobody is ready for it. Nobody knows what to expect.

We read in the last issue that an atrium will be one of its outstanding features. That is patently obvious at the present stage of construction. How about letting us know which departments are likely to be moving in, how much space will be devoted to the library, how many elevators there will be, what about escalators, how many parking spaces, what about the heating and air conditioning, security, the passage under de Maisonneuve? These are the matters that people would like to know about. We shouldn't have to rely upon chance encounters with those in the know to get the facts.

Nicholas Ostopkevich  
Assistant Director, Audio-Visual

## ...but we beg to differ

Editor's Note:

Very precise details about the new downtown library building were published in Concordia's THURSDAY REPORT as long ago as January 1987. A two-part series at that time contained information on many of the points raised in Mr. Ostopkevich's letter. There were details about the walkways, the atrium, the escalators, the underground passageway to the Henry F. Hall Building, the size of the garage and, yes, even information about the number and location of elevators. As far as *CTR* has been able to determine, there have been no design changes since then.

Additional details about the building — including the fact that it would be 10-storeys high on the Mackay Street side — have been published in *Concordia's THURSDAY REPORT* on various occasions in the four years since (most recently in articles last April and June). Anyone is welcome to come to the *CTR's* offices to read them.

If the gaps between articles seem unduly long, it is because Concordia has had to endure so many delays waiting for government approval at various stages of the building project.

That being said, Mr. Ostopkevich's missive contains several worthwhile suggestions, and *CTR* will, indeed, publish a full supplement on the new library building far in advance of its opening date two years from now.

In the interim we suggest that he continue to read the pages of *CTR* for informative 'tidbits' about the new building. If that isn't enough, interested members of the Concordia community can obtain information about the project from Michael DiGrappa in the Office of Physical Resources, local 4815.

## Professor takes colleagues to task over teaching question

To the editor:

Shame on you, Professors Bayne and Farhoomand! Your November 29 letter (in *Concordia's Thursday Report*) reveals your lack of appreciation of the content and importance of teaching excellence. The attitudes reflected therein constitute the very core of the problem of the lack of recognition of the importance of good teaching within our university system today.

To infer that teaching "gives nothing back to future generations" demonstrates ignorance of the influence that an excellent teacher can have on his/her students and their contribution to society as a whole. And your reference to teaching excellence as a "short-term issue" is embarrassing to all educators.

Despite the fact that you appear to espouse the need for critical thinking, the approach in your letter is narrow and biased. If you read Dr. Goldman's letter (November 15) carefully, you will see that he never advocates teaching to be "the single purpose and criterion of performance in our profession." Don't be so sensitive! The real issue is not one of downgrading research but rather one of upgrading teaching. I am surprised also that, as strict champions of research, your diatribe against teaching is based on "some super teachers," and on two questions (among more than 25)

within an instrument, i.e., course evaluation, that is but one input to the determination of overall teaching excellence. I would think that your research training and critical thinking upbringing should have generated conclusions that were derived through a somewhat more scientific and less-biased approach.

Please do not also try to intimidate our community into not discussing the teaching/research issues by relegating them to the category of "ad nauseum" discussion. Right now the top business schools in North America are giving more attention to these very important issues than they have ever done before. To familiarize yourself with this fact, just peek away from your scientific journals for a few minutes and read the cover story of the October 29 edition of *Business Week*.

There are important challenges to be met if our educational system is to fulfill its very important mission in our society properly. Our success in meeting these challenges will very much depend on our community's ability to establish quality and balance in two of the very important aspects of the execution of our university's overall mission, i.e., teaching and research!!

Bryan Barbieri  
Associate Professor  
Department of Marketing



• **TROITSKY continued from page 2**

ques Cartier Bridge is safer to use than the Champlain to some extent because it has thicker reinforced concrete slabs" in the deck.

The Champlain Bridge, whose concrete deck is being replaced by an orthotropic deck, will be safer once the change is completed in 1992, said Troitsky, who described methods for such replacement in his book, *Orthotropic Bridges*. An orthotropic deck is made of steel plates reinforced underneath with steel ribs. Asphalt is then laid on the deck.

"Originally, to get a lighter weight, the Champlain's reinforced concrete deck was poured to a depth of six inches. It should be 7.5 to 8 inches. But then, they didn't put a layer of asphalt on it to protect it," Troitsky said. "That's why after a number of years cracks developed, water penetrated and the

cracks got bigger.

"They tried to fix it and finally came to the conclusion to substitute the reinforced concrete deck with an orthotropic one. It'll be safer."

San Francisco's Golden Gate Bridge, one of Troitsky's favourites, changed to an orthotropic deck about eight years ago, he said. The bridge is 53 years old.

Troitsky admires Montréal's Victoria Bridge, built by Robert Stephenson, the noted British engineer. It opened in 1860.

"What's extraordinary is the design. He came here in winter, saw how much ice is in the river. So he built the piers that support the bridge as a wedge and at an inclination to break the ice. The design is still successful and has been introduced elsewhere."

• **The Back Page continued**

**MEETINGS**

**Amateur Radio Club Meetings**

The Amateur Radio Club will be meeting every Tuesday from 7 p.m. to 11 p.m. in H-644-1, Henry F. Hall Bldg. (1455 de Maisonneuve Blvd. W.). Activities include shortwave listening, international contests, data communications, TV transmission and much more. Information: 848-7421.

**Arts & Science Faculty Council**

The next meeting of the Arts & Science Faculty Council will be held on January 11, 1991 at 2 p.m. in DL-200, 7141 Sherbrooke St. W. Information: 848-2083.

**Arts & Science Steering Committee**

The next meeting of the Arts & Science Steering Committee will be held on January 30, 1991 at 10 a.m. in AD-342, 7141 Sherbrooke St. W. Information: 848-2083.

**ART GALLERY**

**Art Gallery**

An exhibition entitled "Redefined: The Quilt as Art" Whyte Museum of the Canadian Rockies, Banff, Alberta, from January 10 to February 16, 1990 at the Concordia Art Gallery, Henry F. Hall Bldg. (1455 de Maisonneuve Blvd. W.). Information: 848-4750.

**LECTURES/SEMINARS**

THURSDAY, JANUARY 10

**Thursdays at Lonergan**

Jack Ornstein, Philosophy Department, Concordia, will speak on "Have We A Right To Choose Our Death?" Time: 4 p.m. to 5:30 p.m. Location: 7302 Sherbrooke St. W. Information: 848-2280.

THURSDAY, JANUARY 17

**Thursdays at Lonergan**

Catherine Bolton, Classics Department, Concordia, will speak on "Ovid's Dido: Variations on a Theme" Time: 4 p.m. to 5:30 p.m. Location: 7302

**WOMEN'S AGENDA**

**Women in Engineering**

The office of the Advisor to the Dean of Engineering and Computer Science has been created in order to increase the number of women in the Faculty. It is also the aim of the Office to reduce the isolation that women students might feel in a predominantly male faculty. The women in Engineering and Computer Science (WECOS) Mentoring Programme and Big Sister Programme are two initiatives being taken by the office. Women studying in the Faculty who wish to participate in these programs may return the registration forms

they have received in the mail. The deadline to register for these programmes is January 18, 1991. If you have any questions concerning the programmes, please feel free to contact the acting Advisor, Diane Comtois at 848-3073 or 848-3055.

**Lesbian Studies Coalition of Concordia**

Find out about lesbian perspectives in education! Weekly meetings on Mondays at 8 p.m. at the Simone de Beauvoir Institute, 2170 Bishop, in the Lounge. All lesbians and women, students, faculty and staff, welcome. Information: 848-7474.

• **BLACK ROBE continued from page 1**

Mass, and wrote home of much love for the Indians. This part of the experience, said Gervais, is far from evident in Moore's novel.

"This whole aspect does not exist for Moore," said Gervais. Instead, the novel dwells on the tragic side of the Jesuit experience and the deterministic 17th-century French theology that accompanied Champlain and his soldiers to this new land of beaver pelts.

"The whole French adventure was to obtain beaver pelts, convert *les sauvages* and imbue them with the glories of French culture," Gervais explained.

True to history, Moore portrays two cultures that couldn't meet. Most

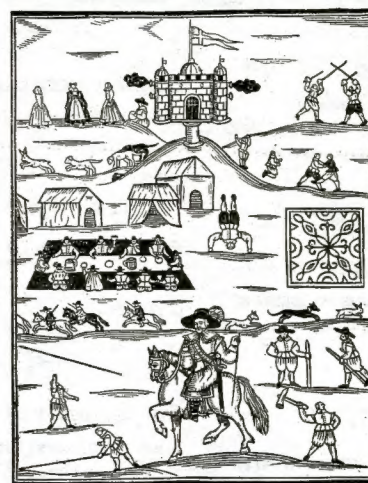
Canadians have heard of the seven Jesuit martyrs, Brebeuf among them, tortured to death by the Indians. Indeed, the tragedy did occur, said Gervais, but there is more to the story than Moore tells.

Whether affirmation of the human spirit is the stuff of popular movies, the producers will soon know, when *Black Robe* is released in September.

Gervais has found reason to hope for fair treatment by looking at Beresford's previous work in which he has played up the human aspect.

"We shall see what we shall see," Gervais said.

**Seventeenth-Century Weekend  
at Lacolle Centre**



Reading Milton's *Paradise Regained*, listening to 17th century music, viewing 17th century art, feasting at a 17th century dinner, among other merriments.

From Friday, January 18 to Sunday, January 20

For further information, call Professor Ron Wareham at 848-2334 or 848-2320

**FOR SALE**

**1 Used Van re-sale  
1985 Dodge Caravan**

**110,00 kms, 4 cylinders, automatic transmission, am-fm stereo, air conditioning, seats 7, removable rear seats, excellent mechanical condition.**

**For appointment, please contact  
Pierre-Rene Goupil at 848-4731**

**CLOSING DATE: January 11, 1991 5 p.m.**

**Mail sealed bids to: John O'Hanley  
Purchasing Services, Room ER 301  
Concordia University**

**CONCORDIA UNIVERSITY RESERVES THE  
RIGHT TO ACCEPT OR REFUSE  
ANY OR ALL BIDS**



# The BACK Page

Events, notices and ads must reach the Public Relations Department (BC-115) in writing no later than Monday noon prior to Thursday publication.

Contact Kevin Leduc at 848-4881 or FAX 848-2814.

## FILM

TUESDAY, JANUARY 15

### Conservatory of Cinematographic Art

Admission: \$2.50 per screening. Location: H-110, Alumni Auditorium, Henry F. Hall Bldg. (1455 de Maisonneuve Blvd. W.). Information: 848-3878.

THURSDAY, JANUARY 10

### Conservatory of Cinematographic Art

*The Story of Women* (1987) Peng Xiaolian at 7 p.m.; *Rainbow's End* (1983) Kristin Johannesdotir at 9 p.m.

FRIDAY, JANUARY 11

### Conservatory of Cinematographic Art

*The House* (1983) Egil Edvardsson at 7 p.m.; *The Filmmakers* (1989) Ding Yinnan at 9 p.m.

SATURDAY, JANUARY 12

### Conservatory of Cinematographic Art

*Far Removed From War* (1989) Hu Mei at 7 p.m.; *Black Snow* (1989) Xie Fei at 9 p.m.

SUNDAY, JANUARY 13

### Conservatory of Cinematographic Art

*Atomic Station* (1984) Thorsteinn Jonsson at 7 p.m.; *Evening Bells* (1988) Wu Ziniu at 9 p.m.

MONDAY, JANUARY 14

### Conservatory of Cinematographic Art

*Madame Bovary* (1934) Jean Renoir at 8:30 p.m.

### Conservatory of Cinematographic Art

*Sans Anesthésie* (1978) Andrzej Wajda at 8:30 p.m.

WEDNESDAY, JANUARY 16

### Conservatory of Cinematographic Art

*Le Crime de M. Lange* (1935) Jean Renoir at 8:30 p.m.

THURSDAY, JANUARY 17

### Conservatory of Cinematographic Art

*The Filmmakers* (1989) Ding Yinnan at 7 p.m. and *King of the Children* (1988) Chen Kaige at 9 p.m.

FRIDAY, JANUARY 18

### Conservatory of Cinematographic Art

*White Whales* (1987) Fridrik Thor Fridriksson at 7 p.m.; *Black Snow* (1989) Xie Fei at 9 p.m.

WEDNESDAY, JANUARY 16

### Loyola Film Series

*Miss Julie* directed by Alf Sjöberg (1951) at 7 p.m. with Anita Björk, Ulf Palme and *Waiting Women (Secrets of Women)* directed by Ingmar Bergman (1952) at 8:45 p.m. with Anita Björk, Mai-Britt Nilsson, Eva Dahlbeck. Presented by the Department of Communication Studies and the Conservatory of Cinematographic Art. Admission: FREE. Location: F.C. Smith Auditorium, 7141 Sherbrooke St. W., Loyola Campus. Information: 848-2555/2540.

## CAMPUS MINISTRY

### Loyola Chapel

Mass will be held Monday thru Friday at 12:05 p.m. and Sunday at 11 a.m. and 8 p.m. All are welcome. Information: 848-3588.

### Monastic Retreat

January 18-20 at the Cistercian Abbey, Oka. Discover the monastic life, learn about prayer and spirituality with other students. Time to be by yourself, or with others, in prayer or enjoying country walks. Departure is from Belmore House, Loyola Campus on January 18 at 6 p.m. Cost \$40. Please call to reserve or for info. Campus Ministry at 848-3588.

### Prison Visit Program

Is a Chaplaincy supervised programme of dialogue with a group of inmates at Bordeaux Detention Centre. Programme runs from January 29 to March 26, 1991 (Tuesdays). Come to the Orientation Session Tuesday January 22 at 2 p.m. in Annex Z, 2090 Mackay to find out more, or call Peter 848-3586 or Matti 848-3590.

### The Cornerstone Group

The Cornerstone Group meets on alternate Friday nights, beginning January 11, 1991. Meetings include ongoing discussion of Dr. Scott Peck's book "A Different Drum: Community making and Peace," as well as some time for prayer and reflection on the group process. Meetings are held at the Campus Ministry office at Loyola Campus, 3500 Belmore Ave. at 6:15 p.m. For more information call Daryl Ross at 848-3585.

## DOCTORAL THESIS

MONDAY, JANUARY 28

Ms. Valerie J. McAffer at 10 a.m. in H-769, 1455 de Maisonneuve Blvd. W. Thesis title: "A Longitudinal Study of Intergenerational Transfer of Psychosocial Risk: Aggressive and Withdrawn Girls as Mothers."

## NOTICES

### Lunchtime French Conversation

French conversation for Concordia faculty & staff, on Thursdays. Intermediate/Advanced level from 12:10 p.m. to 12:50 p.m. in Human Resources Training Room, A-400, 1420 Sherbrooke St. W. Bring your own lunch, coffee supplied. A Bientôt. Call Julie Lagarde at 848-3687.

### Peer Helper Centre

The Peer Helper Centre is a student-run listening and referral service. Open Monday to Thursday from 10 a.m. to 6 p.m. Drop in at 2130 Bishop. Information: 848-2859.

### Health Services

We are open Monday to Friday from 9 a.m. to 12 noon and 1:30 p.m. to 5 p.m. at both locations: ER-407, 2155 Guy, 848-3565 and CH-101, 6935 Sherbrooke St. W., 848-3575. Our services include general physical examinations, birth control, STD counselling, allergy shots, personal counselling, nutritional information, first-aid and much more. No appointment necessary to see the Nurse. GP's and Specialists are available by appointment.

### Ombuds Office

The Ombudspersons are available to any member of the University for information, advice and assistance with University-related complaints and problems. Call 848-4964 or drop into 2100 Mackay, Sir George Williams Campus. Evening appointments on request.

### Legal Information Service

Problems with your landlord? Problems with that contract you signed? Immigration Department giving you a headache? Your girl-friend/boy-friend giving you a heartache? **WE CAN HELP!!** Contact us at 848-4960 from 9 a.m. to 5 p.m., Monday through Friday. Come and see us in Room CC-326, 7141 Sherbrooke St. W., Loyola Campus.

### Muslim Students Association

Notice to all Muslim Students & Staff, Friday prayer starts at 1:15 p.m. at 2090 Mackay in the Basement. Daily prayer is offered congregationally at the same place. (Prayer time schedule is posted).

### Writing Assistance

Improve your writing. Writing Assistants offer Free

## UNCLASSIFIED

### University Writing Test

Tutoring available FREE of charge. Call: 848-2321.

### Moving/Storage

Truck/Van. Local and Long Distance. 7 days/24 hrs. Call Steve at 735-8148.

### Bed & Breakfast

"La Chouette." Come ski at Owl's Head, Jay Peak and Sutton. Cozy rooms; one can sleep 4. \$100. for 4; including private bathroom and full breakfast. Call France. Call (514) 292-3020.

### Business Opportunity

Capitalize on trends of the present and the future. We have the answers. Don't miss this opportunity. Call now, 24 hour recording at 345-5559.

### For Rent

Over the winter break, rent a 3-bedroom ski chalet, with wood stove, near North Hatley. (819) 842-2747 after 6 p.m.

### House for Rent

In St. Lambert, country like setting. 3 bedroom bungalow for up to 1 year. Fully furnished. \$900. per month. 671-0305 after 6 p.m.

## SPORTS

### Stinger Hockey

The men's team plays host to the University of Windsor Lancers at 7:30 p.m. on Friday, January 11 and the Western Ontario Mustangs at 2 p.m. The women's team has an exhibition contest against the Nepean Raiders on Sunday, January 13 at 12:20 p.m. and a league game against Bishop's-Champlain at 6:50 p.m. on Tuesday the 15th.

### Stinger Basketball

The men's basketball team open's the 1991 por-

individualized help with any writing problem. Location: H-440, Henry F. Hall Bldg. (1455 de Maisonneuve Blvd. W.), days or evenings at 848-3545. Loyola Campus, 2490 West Broadway, days only at 848-3555.

### Guidance Information Centre

**DO YOU KNOW?** Do you know where to find the answers to these questions? Where to locate university calendars worldwide? How to prepare for an employment interview? Where to apply for private sources of financial aid? How to study? How to determine which universities offer particular educational programmes? Where to find information on occupational options and career planning? Come to the Guidance Information Centre and find the answers. Sir George Williams Campus, H-440, Henry F. Hall Bldg, 1455 de Maisonneuve Blvd. W. 848-3556 and Loyola Campus, 2490 West Broadway, 848-3555.

### Staff Training & Development

The Management Training film series presented by Human Resources and Audio Visual in association with International Télé-film to be held on Tuesday, January 29, 1991 has been re-scheduled for Wednesday, February 6, 1991. For more information call 848-3668.

### Indigenous Peoples International

A Concordia based group dealing with native issues will have its first meeting of 1991 on Sunday, January 13, 1991 at 7 p.m. Location: Simone de Beauvoir Institute, 2090 Bishop. Politically correct coffee will be served. (Bring your own mug!) All Welcome. Information: 486-8431.

### Seventeenth-Century Week-End at Lacolle

Reading Milton's "Paradise Regained" listening to 17th century music viewing 17th century Art feasting at a 17th century dinner and other merriments from Friday, January 18 to Sunday, January 20, 1991. For further information call Prof. Ron Wareham at 848-2334 or 848-2320.

### Amnesty International

You want to get involved in Amnesty International and know more about its Concordia Chapter? Drop in at our Amnesty Tea Party between 12 noon and 5 p.m. on Tuesday, January 15, 1991 at 2020 Mackay. Information: 848-7410.

## CPR COURSES

The following CPR courses will be offered by the Environmental Health & Safety Office in the next few weeks. Members of the Concordia community or outside community are all welcomed to take these courses. There will be a discount price for the Concordia community. For all those who are interested, please contact Donna Fasciano, CPR Programme Coordinator at 848-4877 for more information.

SUNDAY, JANUARY 13

### CPR Refresher Course

6 hours for life, this course is offered to people certified in the Basic Life Saver Course, who want to renew their certification and update their knowledge.

SUNDAY, JANUARY 20

### CPR Heartsaver PLUS Course

8 hours for life, this course includes rescue breathing and one rescuer CPR, management of the obstructed airway and infant, child resuscitation.

tion of their league schedule as they play host to the Ryerson Rams on Saturday, January 12 at 7 p.m.

### Faculty Hockey

"Early Bird Oldtimers Hockey" on Tuesdays and Thursdays from 8 a.m. to 9 a.m. No Teams, No Checking, No Slapshots. Equipment required. Location: Loyola Arena, 7141 Sherbrooke St. W. Information: Randy Swedburg at 848-3331.

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